

THE SHAKERITE

Feb. 19, 2014 // Volume 84 // Issue 3



FROZEN

Hutchings explains calamity day process. Page 3.



PAWSITIVITY

Enterprise Reporter Hannah Heverling throws our animal-loving readers a bone with a feature about assistive dogs and their capacity to both heal and nurture their owners.

SPOTLIGHT, PAGE 18

WHY'D IT TAKE US SO LONG?

We've moved to a quarterly publishing system this year, focusing more on online content. Since our last issue in late October, we've been updating our website regularly with news. To stay in the loop, visit shakerite.com and follow us @TheShakerite. We're on Facebook, too!

I Am Shaker and So Can You!

So much has changed in 100 days. Social promotion has ended. Drug dogs have entered our school. Security guards may no longer sit while on duty. We have a new appreciation for bow ties. It's a mixed bag, especially the bow tie thing.

Of the things Superintendent Gregory C. Hutchings, Jr. has changed, the most notable is the increased effort for community engagement. The 2013 State of the Schools Address, former Superintendent Mark Freeman's last, drew a crowd of about 50 people in the upper cafeteria.

In his first such effort last Monday, Hutchings addressed 400 in the Large Auditorium, jamming out to "Celebrate" by Kool and the Gang before and after the speech.



Shane McKeon
Print Editor in Chief

This is the Hutchings Era. What else should we expect?

Much of his speech focused on diversity, which he called "one of the beauties of Shaker Heights, and also one of our challenges." He spoke most about Shaker's biggest challenge -- its black-white achievement gap -- and said he would move to end the "college prep" label in high school courses and revise the CP curriculum.

Raising the bar is good, but not if it means watering down honors-level courses. When the high school introduced CP/H courses, the effect was not so much a raising-of-the-bar for CP students as a lowering-of-the-bar for honors students. Discontinuing the CP label may inadvertently produce the same result.

Hutchings asserted that "every child deserves an expert teacher." I agree! The problem is paying for it. When the Board of Education announced it would seek a 6.9-mill levy in May -- the previous four had all exceeded nine mills -- some teachers worried the lower millage would hurt Shaker's ability to provide "the world-class education Shaker is renowned for," as one teacher put it at a BOE meeting.

Hutchings' goal is laudable but difficult to achieve, considering 25 percent of current Shaker teachers are eligible for retirement. Changes in Ohio law have eliminated tenure, making it harder for districts to hire (or rehire) experienced teachers away from other districts.

When Shaker's "expert teachers" leave, they'll be largely replaced by novice teachers or those fresh out of college. Ask some new teachers when they think they'll be "expert" and you'll quickly see the obstacles blocking this goal.

Hutchings also reminded the audience he was hip to new educational techniques. I guess the STEM approach is so last year, because Hutchings touted STEAM: science, technology, engineering, the arts and math. Not sure how the arts fit in there, but it inspired me to develop my own approach: STEAMY, which is STEAM plus Yiddish. I'm told offering it can help with MYP approval. Oy vey.

Speaking of which, when discussing MYP, Hutchings joshingly mentioned my column "MYP Madness" -- published on shakerite.com -- by name. All publicity is good publicity! I was disappointed, though, that no audience members asked about the incorrect world clocks at the middle school, a situation hereafter known as "Clockgate."

But I digress. STEAMY or not, Hutchings demonstrated chutzpah in his speech, sticking to his normal shtick: festivity, community and diversity. Symbolic of all three, the speech's theme was "I Am Shaker," which Hutchings is promoting as a hashtag. Before the speech, five people -- three white, two black -- shared stories of their time in Shaker, concluding each with, "My name is . . . and I am Shaker."

Hutchings ended his speech with powerful archetypes from our community, beginning each with "Shaker is." "Shaker is the child who enters kindergarten with a vocabulary of 3,000 words and the kindergarten who knows 20,000 words. . . . Shaker is the boy who comes to school hungry because there was no food in the house and Shaker is the little girl whose autism makes it impossible for her to express herself."

But Hutchings concluded, "I know in my heart that we can meet these challenges. . . . I know that we as a community can do this because we are Shaker."

**Editor's
Note**

THE SHAKERITE

CAMPUS AND CITY



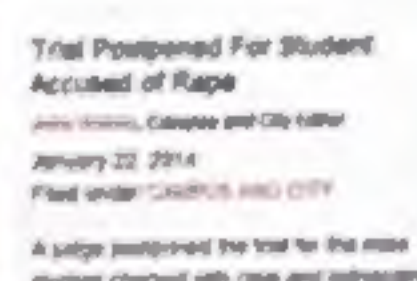
Hutchings Sets Tone for Tenure in First State of the Schools
February 18, 2014



From Snow Days to Finance: Audience Reacts
February 18, 2014



Snow Day Possible For Wednesday
February 4, 2014



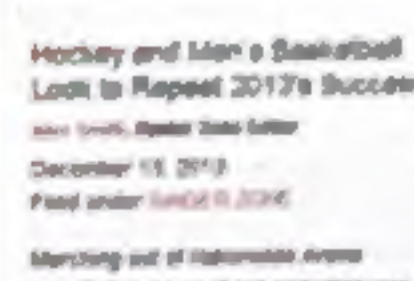
Trial Postponed For Student Accused of Rape
January 22, 2014
Filed under: CAMPUS AND CITY



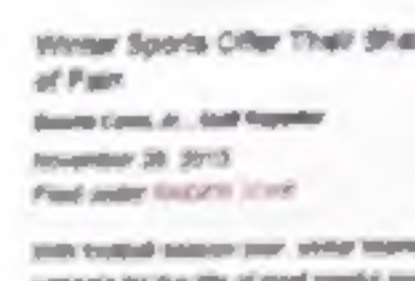
Shaker Football Celebrates 11 Recruits on National Signing Day
February 5, 2014



Rosal Hurley Nominated to the McDonald's All-American Game
January 9, 2014



Hockey and Men's Basketball Look to Repeat 2013's Success
December 15, 2013
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Winter Sports Offer Their Share of Fun
November 26, 2013
Filed under: SPORTS

OPINION



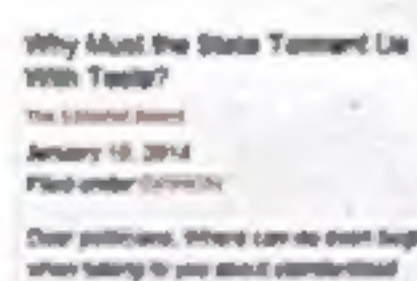
MYP Madness
February 6, 2014



The Definition Dilemma
January 31, 2014

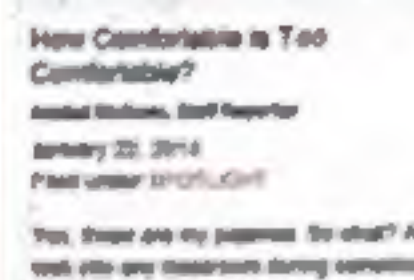


The Tipping Point
January 19, 2014



Why Must the State Turned Us With Teeth?
January 15, 2014
Filed under: OPINION

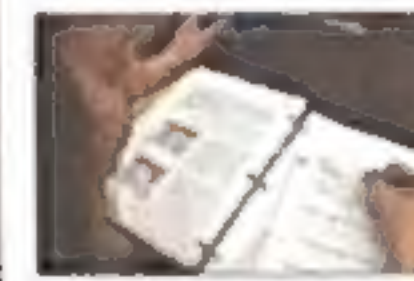
SPOTLIGHT



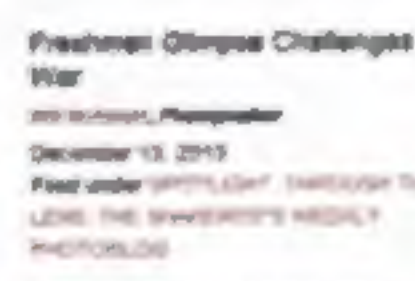
New Constitution is Too Controversial?
January 22, 2014
Filed under: OPINION



Study Early or Late, But Never.



Freshman Olympic Challenges of War
December 13, 2013
Filed under: OPINION



For Exams, a Little Bit of Anxiety May Be Just the Thing
January 16, 2014

**All at
shakerite.com**



Raider cheerleaders and Shaker fans watch the varsity basketball team play St. Edward, then the No. 1 team in the state, Feb. 11. Shaker won 53-50. See more coverage of the game on page 27.

Bitter Cold Prompts Record Calamity Days



WILL MCKNIGHT/THE SHAKERITE

The district has cancelled school five times this winter, the most in at least 25 years. Superintendent Gregory C. Hutchings said the "absolute decision-making time" for cancelling school is 5 a.m., separating himself from former Superintendent Mark Freeman, who would often announce school cancellations later than most local superintendents.

Frigid wind chills disrupt classes in 3 different weeks

SHANE MCKEON PRINT EDITOR IN CHIEF

The district has set a record this year, calling the most calamity days in decades. Cumulatively, a full week of school has been cancelled.

"My first child started in Shaker 25 years ago," Caldwell wrote. "In that time, I cannot recall a year when we had five or more calamity days. Prior to that, I don't know and I don't think comprehensive records exist."

Caldwell said the district has five calamity days each year, after which it needs to make up days. "If necessary, the District can schedule make-up days during spring break and/or the professional/clerical day at the end of the school year. To my knowledge, this option has not been used," Caldwell wrote.

"As you may know, the state General Assembly is considering legislation to add calamity days because of the unusual circumstances this year. There is also pending legislation to exempt seniors from any makeup days at the end of the year if they become necessary," she wrote.

Superintendent Gregory C. Hutchings ex-

plained the district's system for deciding whether or not to cancel school. The night before a potential cancellation, he said he receives phone-call "check-ins" at 9 p.m., midnight and 3 a.m. from his "team" of administrators.

The team comprises District Operations Manager Fred Shalhoup, who advises him on building heating, transportation readiness and sidewalks; Assistant to the Superintendent Christine Auginas briefs Hutchings on gathered information and Caldwell gets weather updates, follows news reports and maintains the district website and social media accounts.

"There are many factors, including street conditions, sidewalk conditions, wind chill, and hour-by-hour forecast. Because there are so many variables, there is no set formula," Caldwell wrote.

Caldwell dispelled the myth that the city clears residents' sidewalks. "It's a common misconception in Shaker that it is the city's responsibility to clear sidewalks. Actually, it is the property owner's," Caldwell wrote. "The District clears sidewalks immediately around the schools. The city's priority is clearing the streets. When that job is completed, and if the snowfall is 6" or more, the city will begin plowing sidewalks. But the equipment and staff for this task are limited, and homeowners should not assume it is going to be done for them. It's terribly dangerous for kids to walk in the

street."

Caldwell wrote that a late start schedule is possible in some cases. "There may be conditions under which part of the school day can be salvaged -- for instance, if temperatures are rising from dangerous to more reasonable levels in the morning, or if the city can't clear streets of snow until after students would typically set out for school. A delayed start plan is under consideration," Caldwell wrote. "To our knowledge, no other district in Cuyahoga County uses a delayed start, so we are in new territory. We hope to complete our feasibility analysis soon. If it's a go, we will communicate the plan to families and staff."

Hutchings said the "absolute decision-making time" for cancelling school is 5 a.m. "That is the time I would like to have all decisions ever made in any situation. By 5 a.m. you should know if schools are opened or closed," he said.

Hutchings, who called his first and second snow days at 7:30 p.m. Jan. 5 and noon Jan. 6 respectively, has separated himself from former Superintendent Mark Freeman, who at times cancelled school later than most superintendents.

Hutchings said he and his wife both work, and they need to find child care for their two kids. "It hits closer to home for me, too," he said, "because I have to make those tough decisions like other parents."

WE'RE ON
TWITTER.



@TheShakerite

And for all your
sports updates:

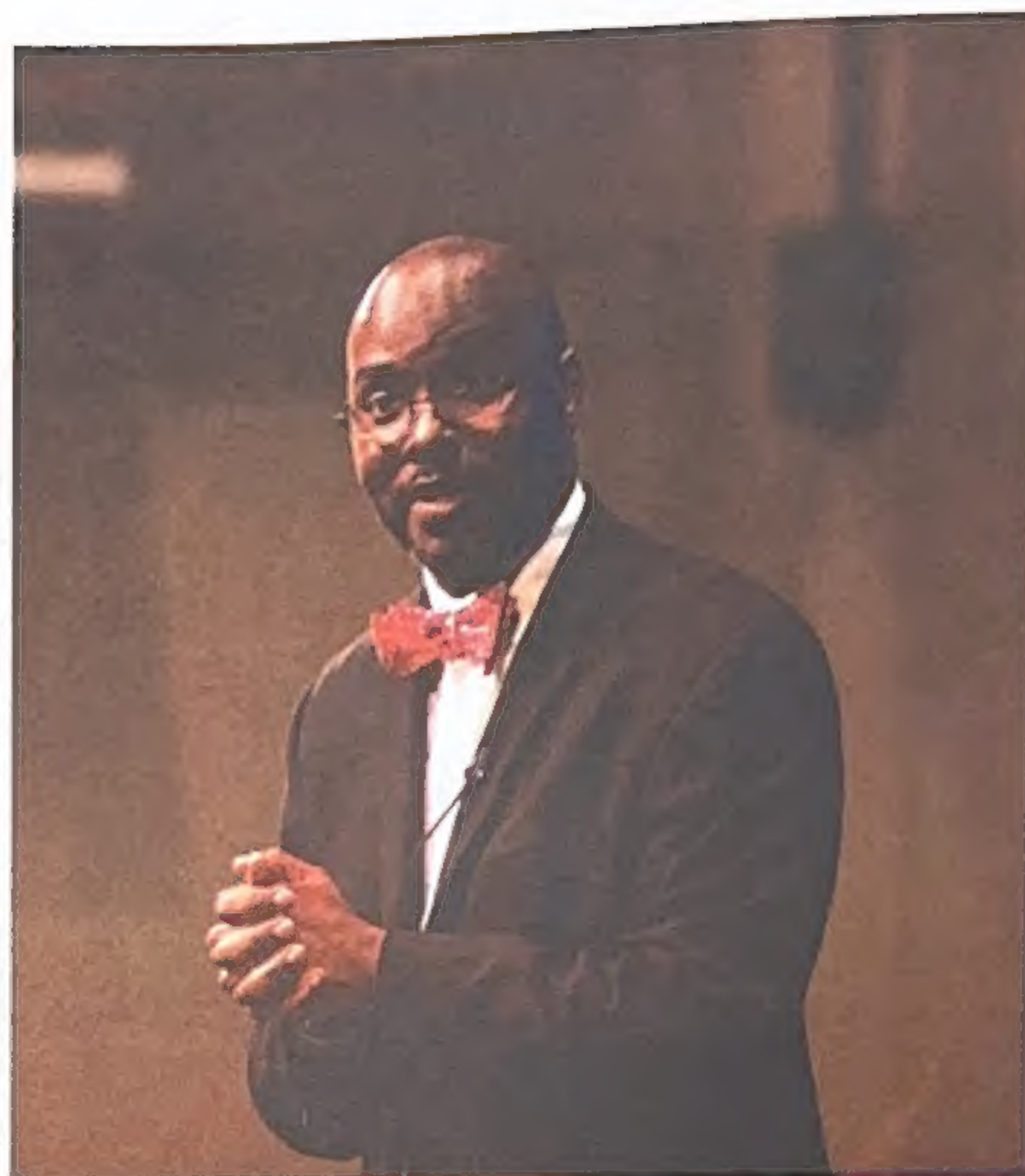
@RZ_Shakerite



Hutchings Takes Aim at Achievement Gaps

In first State of Schools address, he cites beauty, challenge of diversity

JOHN VODREY CAMPUS AND CITY EDITOR



Hutchings said that after visiting more than 250 classrooms, he has concluded that some teachers "have only one type of Shaker student in mind when they are teaching."

WILL MKNIGHT/THE SHAKERITE

In his first State of the Schools address, Superintendent Gregory C. Hutchings, Jr. shared his assessment of "who we are, where we are going, and how we will get there" with about 400 parents, students, teachers and residents in the high school Large Auditorium.

Hutchings spent much of his speech discussing Shaker's diversity, which he called "one of the beauties of Shaker Heights, and also one of our challenges."

The biggest "challenge" that Hutchings discussed was Shaker's persistent achievement gap. After six months on the job, during which he said he visited more than 250 classrooms, Hutchings both praised Shaker for being "diverse in every imaginable way" and sharply criticized its achievement gaps "between white and African-American students; between students in poverty and those who are more advantaged; between students with disabilities and those without."

"These gaps start early — even before children enter kindergarten — and they persist through the grades. No matter what grade level or test you choose, you will see disparities," Hutchings said. "We have significant disparities with regard to student enrollment in higher-level courses at the secondary level. African-American students are underrepresented in advanced level work, and white students are underrepresented in college preparatory classes."

Hutchings cited difficult family situations and limited access to pre-kindergarten as causes of these gaps and said providing every child with an "expert teacher" will help narrow them. He said an expert teacher is one who "knows the subject matter inside and out, who knows where each student stands and what he or she needs, who has an extensive repertoire of techniques to engage every student,

who earns the trust of students, who expects the best effort from students and who accepts nothing less."

The district already has many expert teachers, Hutchings said, and should create an online catalog of professional development courses in which teachers can enroll.

The first-year-superintendent also said he observed that some teachers "have only one type of Shaker student in mind when they are teaching." To fix this, Hutchings said the district should help teachers become more "culturally competent" in teaching students.

Additionally, Hutchings called on teachers to "work hard due to their passion and personal commitment, not because we asked them to."

Hutchings said he would move to end use of "CP" to characterize high school classes, saying the college preparatory label has set the bar too low for students. "We must refine our teaching practices in all of our classes, including our general level courses," he said.

Hutchings said that 30 teachers retired at the end of the previous school year and warned that 25 percent of current teachers are eligible for retirement. "It is very important that we develop an extensive recruitment plan for the future so that we can attract and retain the best teaching candidates possible," he said. During a question and answer session after his speech, Hutchings said the district has begun this effort by attending job recruitment fairs it had not previously.

In an attempt to motivate those in attendance, Hutchings asked middle school employees to "ramp up our expectations of students;" students to "give 100 percent, at the very least" every day; parents to play a more active role in their children's learning at home and city residents to sign up to tutor and mentor struggling students.

Hutchings also told the crowd to "accept

"These gaps start early — even before children enter kindergarten — and they persist through the grades."

**GREGORY C.
HUTCHINGS, JR.**

the fact that some things are going to have to change." He highlighted the importance of passing the district's May levy. If the levy doesn't pass, Hutchings said, the district will have to cut 6 percent of the budget, or \$5.3 million, even though it has already shaved \$250,000 this year "through intentional efforts."

Hutchings said the district should be proud of its art, music and theater programs; its large number of Advanced Placement classes with high-scoring students; the highest SAT scores in Cuyahoga County and its steady stream of students accepted into selective colleges.

As another positive, Hutchings cited the district's 2013 Climate Survey that found 90 percent of parents "are satisfied" with their children's education and 84 percent of students reported "their teachers have high expectations and really care about them."

Hutchings reaffirmed the district's commitment to the International Baccalaureate, calling it "the best vehicle for preparing our children" for the future, and committed the district to earning Middle Years Programme certification for grades five through 10.

After failing to win state grant money to build an online learning center at the Shaker Main Library, Hutchings said he still believes the district needs one for students who would do better in a "non-traditional educational environment." He added that offering alternative pathways to a diploma would improve high school graduation rates.

Hutchings also implored parents to monitor their children's television, video game and online activity, telling them to "pull the plug if you have to." The crowd, comprising mostly parents, applauded this plea.

In last year's State of the Schools, superintendent-of-25-years Mark Freeman shared a mostly positive message with the community,



ANDREW BOYLE/THE SHAKERITE

Hutchings told the audience of 400 people in the Large Auditorium that 90 percent of parents "are satisfied" with their children's education.

SHAKER EMPLOYED THE EQUIVALENT OF
419 FULL TIME TEACHERS
IN THE 2012-2013 SCHOOL YEAR



DISTRICT DATA / DESIGN BY JOSH JACOBS

Warmly Received, Superintendent Expands Ideas

JOHN VODREY CAMPUS AND CITY EDITOR

A day after the State of the Schools, Hutchings clarified and expanded upon a few points in an interview:

- Considering both lengthening pre-kindergarten classes at Onaway (currently two hours and 15 minutes) and adding more classes. Currently there's no wait list, but would like more parents sign their kids up.
- Teachers will learn to be "culturally competent" with "diversity training." "Sometimes you see the world through just your own eyes and your own experiences. We need to create an environment where our teachers, as well as our staff members, and also our students are able to look through the lenses of the world and different people and cultures."
- Working on expanding online professional development courses that teachers can take at home. This will be part of the online catalog he referenced during the speech; the catalog will also compile in-person courses.
- Would like instructional coaches to "model some of the best practices for teachers." Teachers would watch as coaches model practices with their classes. Then, teachers would try practices, and with coaches giving feedback. Instructors could be current teachers, but district might hire consultant.
- To replace the large number of teachers likely to retire in the next few years with top talent, "We just need to be more proactive. Instead of waiting for people to find us we need to go find them." Wants to send personnel staff and/or principals

to recruitment fairs across the country, not just to Ohio fairs.

- District will re-apply for Ohio's Straight A Fund grant in order to build online learning center at Shaker Main Library. Shaker was rejected in the first review of applications in November because state felt plan wasn't financially sustainable in the long run.
- In terms of technology, "We're not exactly where we would like to be, but we're well ahead of other districts in terms of having Smart Boards in our classrooms, students having access to laptops and computers, computer labs... So we have it, but teachers aren't really using it." Some teachers don't know how to use equipment. "We have to find ways to teach our teachers how to use technology in the classroom." Every building has class sets of iPads that teachers can check out.
- On flipped classrooms, "If I had my way, I would love to see them used in all of our classes at some point." Method is "really good in regards to student engagement and allowing students to have access to the information of whatever content they're covering before they enter the classroom." Websites already have free lectures available that teachers could assign to students.
- Stressed importance of patience. "If I was to come to our community last night with all the solutions in six months, that wouldn't be a good, effective leader to do that... You have to have input." Strategic Planning Committee will develop five year strategic plan by June (started in February).

saying, "We're doing pretty well." Freeman addressed about 50 people in the upper cafeteria. Hutchings' first state of the schools was noticeably more festive than Freeman's; before and after the speech, the speakers in the Large Auditorium played "Celebrate" by Kool and the Gang.

Having replaced Freeman in August, Hutchings ended social promotion, held an all-staff convocation, placed new restrictions on security guards and allowed police dogs to search the high school for drugs.

Hutchings ended his speech with a discussion of diversity, delivered in many short pro-

"Accept the fact that some things are going to have to change."

GREGORY C. HUTCHINGS, JR.

files of who "Shaker is."

"Shaker is the child who enters kindergarten with a vocabulary of 3,000 words and the kindergartener who knows 20,000 words... Shaker is the 13-year-old girl who is bullied online and the 13-year-old boy who does the bullying," Hutchings said.

Hutchings received a standing ovation at the end of his speech.

After the speech, moderator Dan Molthrop asked Hutchings questions submitted by the audience, including one about technology in classrooms. "We are well ahead of other districts in the area in terms of technology,"

Hutchings responded. "We need to see it [technology] more embedded."

Hutchings also responded to a question about flipped classrooms in which students watch or listen to teachers' recorded lectures at home. "It's something I want to do soon," he said.

Before Hutchings spoke, students Ben Silberman, Daniel Kilroy and Olivia Hamilton, Middle School Principal Danny Young, and high school math teacher Abby Goldstein told personal stories about the district's inclusive nature. "I am Shaker," they all concluded, as did Hutchings.

THE CHARM OF CHIPOTLE

Students reflect on our complex relationships with the growing purveyor of gigantic burritos; read more takes on mock Mexican food at shakerite.com

A Publicly Traded Display of Affection

Corporations have been people for nearly as long as the Fourteenth Amendment has been around to protect them. Neither the recent Citizens United case, nor my friend Mitt Romney invented corporate personhood.

Businesses have had time to grow up – to learn how to behave and how to make friends – but few have matured. I used to be friends with Apple until I realized that his business practices were less sexy than his laptops. Google and I have a long history, but he started sharing all of my secrets. That's not what friends do.



Ezra Zigmond

There is still one corporation whom I respect as a peer and with whom I have an intimate relationship: Chipotle Mexican Grill, Inc. Chipotle and I have dates almost every week. I've introduced my other friends to him, and they,

too, quickly fell in love.

Chipotle has managed to set itself apart – not just from other restaurants, but from corporations in general. It's convenient and delicious; it epitomizes the beauty of the “fast casual” dining experience. Something about Chipotle is undeniably friendly. When I eat at Chipotle, I don't feel like an accomplice in a capitalist plot to strangle world markets. I feel like a valued customer.

Chipotle works hard to make me feel good about eating there. Extra portions of anything (except meat) are available for free, and the workers are friendly. Regardless of how healthy the food actually is, the signs and ads that Chipotle puts out do a fantastic job to convince me that it must be nutritious. Going to Chipotle provides much more than nourishment; it makes me feel that I've made the right choice.

Chipotle provides balance in a world of extremes. On the way to my favorite franchise, I drive past two ends of a spectrum:

I used to be friends with Apple until I realized that his business practices were less sexy than his laptops. Google and I have a long history, but he started sharing all of my secrets. That's not what friends do. There is still one corporation whom I respect as a peer and with whom I have an intimate relationship: Chipotle Mexican Grill, Inc. Chipotle and I have dates almost every week.



BUSINESS INSIDER

McDonald's and Whole Foods. McDonald's sacrifices health for taste and price, but Whole Foods sacrifices taste and price for health. Whole Foods is so responsible that it's nearly unbearable – it isn't worth the extra cost to know that no baby pandas were forced to conform to heteronormative gender roles in the production of a water bottle. McDonald's, on the other hand, is so irresponsible that it makes me feel sick.

Chipotle has built itself the perfect persona perfectly between these two. It's socially responsible enough to appeal to self-righteous liberals like me, but not so responsible as to be lame. I like hearing that my beef was raised sustainably. I'm not entirely sure what that means, but I imagine it's the sort of thing that Al Gore would approve of. I like Al Gore.

Everything that Chipotle does publicly seems moral and genuine. Customers with disabilities have their meals prepared at their tables so that they can receive the full “Chipotle Experience.” Chipotle has sponsored screenings of the documentary *Food, Inc.* to raise awareness about the problems in the food industry. If all of this turns out to be a well-crafted plan to hide some shady practices, then I commend Chipotle's devotion to the façade.

Like any corporation, Chipotle has no “responsibility” to the public. Chipotle is only responsible to its shareholders. But like any ethical person, Chipotle realizes that it has moral obligations. People like to associate with responsible people. Chipotle has likely discovered that behaving well is a good choice economically.

Like a friendship, Chipotle has no formal commitment to me. One day, I could discover that Chipotle has started putting some harmful additive into its food, and I'll stop going there. But the two of us have a relationship based on trust that works pretty well. Chipotle offers me food and I pay what I view as a fair price for it. It's capitalism in the pure, Smithian sense. It's the way things worked in the proverbial “good old days.”

It's possible – and probably likely – that Chipotle is doing things I wouldn't like behind my back. Maybe the beef isn't actually harvested from sustainably-raised cows. Perhaps Chipotle has not really been behaving like a mature adult.

But Chipotle has convinced me that stuffing my face with their burritos is a responsible choice. At the very least, Chipotle convincingly pretends to care about me. Chipotle is always there for me. Well, from 11 a.m. until 10 p.m.

**Guest
'Rite**

Chipotle and Individualism: The Spirit of America

Americans are generally pro-choice. This is not about abortion: we just love making choices. Right ones, wrong ones, informed ones, foolish ones – it's all a part of the individualistic spirit that keeps us reassured that we inhabit the one-and-only Land of the Free. In the age of Amazon and Netflix, sometimes it feels like our choices are limitless. From higher education to iPhone cases, everything is better when it's "personalized." Chipotle Mexican Grill, home of the gourmet burrito, thus embodies the weightiest of American principles.



Anna Hurdert

Many might argue that Chipotle is not American. After all, it's a "Mexican Grill," right? Concerned citizens need not fear that illegal immigrants have infiltrated our culture. This restaurant chain is Mexican in name only. The first Chipotle opened in Denver, funded by none other than the McDonald's Corporation, a renowned stronghold of American values. The food itself, however delicious, is a bastardization of the tradition it imitates – another thing Americans do best. Chipotle is as American as apple pie, an adage that we ultimately owe to the Dutch.

You and I walk into our local Chipotle, and we both order burritos. We immediately face an organized assortment of options that rather resembles a ballot: the choices we make are largely uninformed, and the most important ones only involve two or three candidates. (The only difference is that at Chipotle, you often have to shout your vote to make it count.) The most basic decision, white rice or brown rice, is akin to a presidential election – most people will invariably choose the same party every time. The same principle applies to black or pinto beans. The more complex choices, such as selecting a salsa, are regrettably uneducated. Hardly anyone has tried mild, medium, and spicy; hardly anyone has researched every local judge on the ballot. As we move down the line and select our condiments, we rejoice in the knowledge that we are exercising an inalienable right.

Guacamole is always a controversial topic in discussions surrounding Chipotle. Some people protest that it has too much garlic, or that the avocados aren't fresh enough. Most of the scandal stems from the extra charge, which varies around \$2 depending on the price of avocados. Choosing the guacamole scoop is like voting for a levy to raise taxes. Some people do so happily because they know that the benefits will outweigh the costs; some people refuse because they feel that the gua-



JOSH JACOBS/THE SHAKERITE

The country that reelected George W. Bush cannot claim to be flawless, and neither can Chipotle

camole, though delicious, is not worth the tax increase; some people just prefer their burrito conservative.

We are now nearing the cash register. In the American tradition of despising taxation without representation, we both opt out of the guacamole.

As reluctant as we are to admit it, the democratic process can get things wrong sometimes. Maybe you asked for just a little sour cream and received a huge dollop. Maybe there is a stray piece of corn mixed in with your portion of mild salsa. The country that reelected George W. Bush cannot claim to be flawless, and neither can Chipotle.

Most of the time, we get it mostly right.

Our personalized masterpieces of democracy are now complete, and we settle down with our favorite soft drinks to begin the arduous task of eating an oversized burrito.

Chipotle, as the land of opportunity, is

open to all (unless you don't have a green card). High school students of every ethnicity flock to its golden doors during lunch periods and between final exams – those tired, those poor, those huddled masses yearning to breathe free. As they choose their rice, their beans, their meat, and their salsa, they also courageously defend the morals of the Declaration of Independence in their personalized pursuit of happiness.

The symbol of the red chili pepper shines like Lady Liberty's torch. To millions, it is so much more than an icon: it is a beacon of hope that draws immigrants from every nation in pursuit of the elusive American Dream. The perfect burrito, though equally elusive, is at least tangible. It represents the great triumphs that can arise from the right to choose.

Whether or not you like their guacamole, Chipotle remains a bastion of American individualism and cilantro-lime rice, with liberty and burritos for all.

Guest 'Rite

SLO TESTS WREAK UNECESSARY HAVOC

The new state mandated
assessment hits students and
teachers hard

ALEXANDRA HARRIS AND ELLA SHLONSKY OPINION EDITORS

It finally happened. The focus of school is no longer on the learning, but instead based on how well students can perform on a test. We knew it was inevitable with the long lasting Ohio Achievement Assessments, and the months and months of preparation leading up to them, but we never thought it would come to this.

The new state mandated SLO tests have been implemented in high schools statewide. You all may recall the day at the start of the school year when your teachers apologized as they passed a test out to you, essentially advising you to fail. This is because teachers didn't want to give the test any more than you wanted to take it.

Like most teachers, history teacher Kyle Fleming feels the pinch to get through all of the required material. "I think everyone feels rushed to complete the curriculum, but really in history we do because if you think about it logically, history keeps happening but we don't get more days in the year," Fleming said. "So I mean, you're always going to be in a rush, and especially now because the SLO's are taking a day here and at the end of the year."

The SLO tests, or Student Learning Objectives tests, are taken in all classes at both the beginning and end of the year to monitor student learning. They're now required across the state of Ohio in all public schools. In each class we sat through the first round of these tests, and will do so again come April. But if these tests don't count for a grade, why take them? Because 50% of our teachers' evaluations by the state will be graded on our performance.

"You cannot measure how good a teacher is based on how well a student performs be-

cause there are so many different factors that determine how a student is going to do," Biology teacher Nathaniel Hsu said. "Not even in terms of their own ability, but in terms of their own environment. Things beyond the control of a teacher or a school."

Not only are the SLO tests a burden to our teachers, but have also affected the way they run their class. History teacher Elizabeth Plautz feels she has not been able to teach to her best ability because of the SLOs.

"We had a very quick turnaround time after we submitted the SLO and got it back for revision. So because of that, and adapting to the overall new teacher evaluation system, plus everything else that's going on in this building at the beginning of this year, I know that my classroom has not run the way I would like it, that my attention has been divided," Plautz said.

Although SLO tests are made to measure our growth in a certain subject over the course of the year, there are other ways to achieve this goal without wasting the school's time, money, and resources, many of which are more effective.

"I feel like they're already telling teachers something that is a little obvious; most people aren't going to know the material at the beginning of the year and by the end we will hopefully know a substantial amount of that



SASHA RAE GRANT / THE SHAKERITE

"You cannot measure how good a teacher is based on how well a student performs because there are so many different factors that determine how a student is going to do."

NATHANIEL HSU

material," sophomore Jonah Ricannati said.

By reinforcing this common knowledge, the SLO tests have violated our learning environment. It created a toxic vibe in classrooms at the very beginning of the year, causing both teachers and students unnecessary stress and anger.

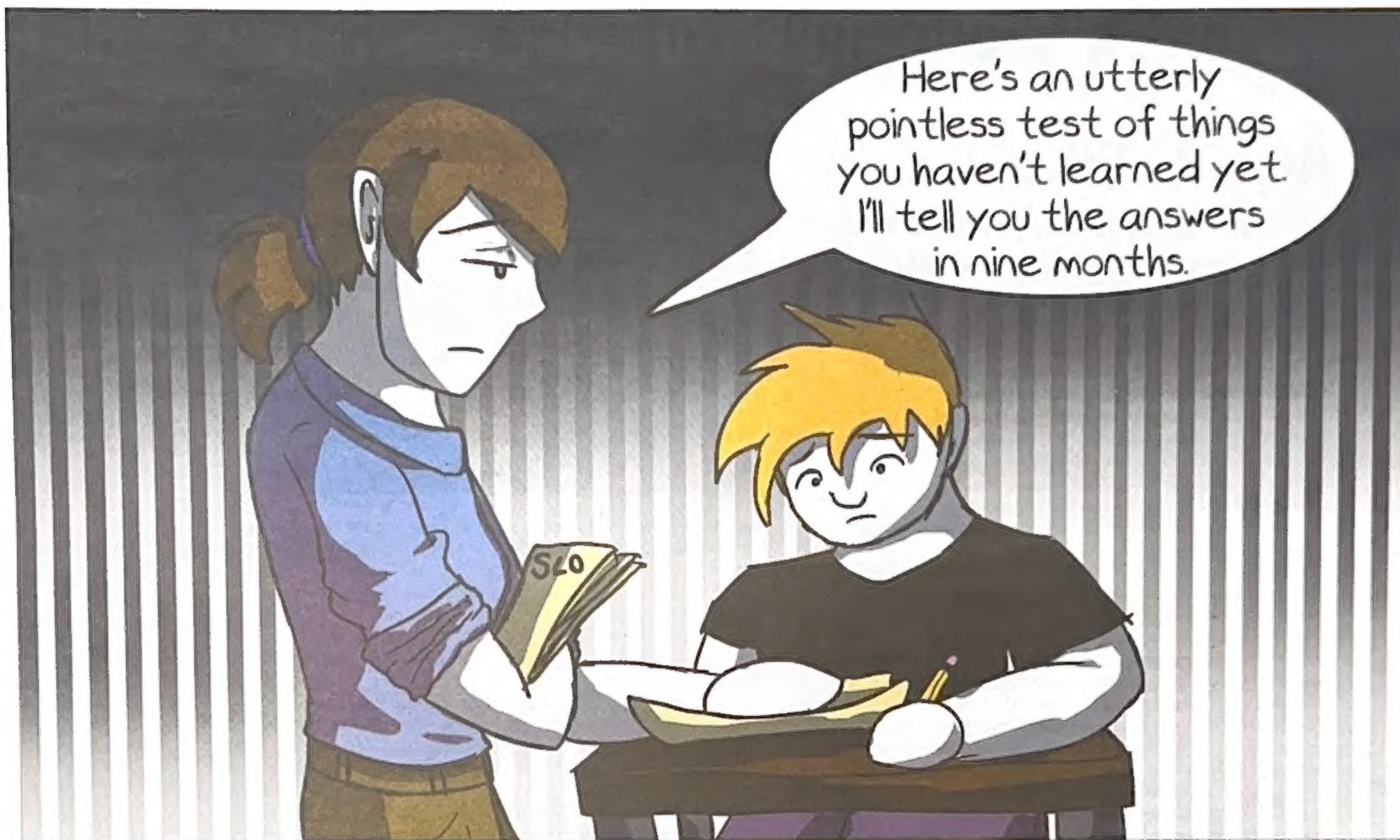
"The way it's being implemented in the state of Ohio at the high school level is ridiculous, but I understand the intent behind it and I think it's a good effort," Plautz stated.

This is the first year that the SLO tests were implemented in Ohio schools. The purpose of these tests are to track the annual growth of students in each and every one of their classes, because, in the state of Ohio's mind, the knowledge we learn can be measured by just two short assessments.

"Students are humans, they're not data points. Some of their learning can be quantified, but not all of it," Plautz said.

It's hard to say if the state actually thinks that attempting to measure growth over a year will in any way be efficient, or if they just had no other plausible ideas. It seems these days the American Education System has adopted a new slogan: when in doubt, implement another standardized test. Because apparently, that solves all of our problems.

We have all grown up with standardized tests. They were a large part of our elementary



SASHA RAE-GRANT/THE SHAKERITE

school years, as we grew up taking the OAA's. But let's not forget when the state changed the name of the test from Ohio Achievement Test to Ohio Achievement Assessment, because apparently, the word "test" is far scarier than the word "assessment." And students' testing performance obviously skyrocketed once the name of the test, excuse me assessment, was made less intimidating, right?

Because these tests have been in place for so long, the state must be getting some kind of results that they like to see. Still, it doesn't make up for the fact that not all students fit the mold of standardized testing.

"I think that they [standardized tests] really can't truly be standard because everyone has different experiences. I think there's more meaningful ways to assess students," Fleming said. "I can understand where standardization is a tool that can be used to compare between states, between countries, whatever, but there's more meaningful ways. And if you think about playing the odds, if it's a standardized test of multiple choice, there's a 25% chance you still don't know what you answered but you got it right because you guessed well. So compared to essays and things of that nature, they definitely have their shortcomings."

Different students have different styles of learning. Standardized tests work with some learning styles, but clash with others. Is it fair to measure students in a "standard" way when their learning is not standard at all? Students

"Students are humans, they're not data points."

ELIZABETH PLAUTZ

who are more of kinesthetic learners, or perform better on essays than multiple choice, are slighted and perceived as less intelligent than the student who can ace a multiple choice test. We admit, it is hard to find one type of assessment that can fit everyone's style, but is it fair to constantly cater to one type of learning?

While standardized tests seem to be the long lasting norm for high school students today, they are a relatively recent addition to schools. Today's politicians grew up in the far off land where state mandated testing was a thing well into the future, and they seemed to have turned out fine, with the exception of thinking that standardized tests can measure knowledge.

The world revolved without standardized tests, students still learned, and they were still able to get into college without the need for a test score to represent them.

If students, teachers, and the education system were able to function before standardized tests, why the sudden need to create and mandate all of the recent additions?

"Kind of like the SLO itself, it's a necessary evil," Hsu explained. "It's the easier way to go about it. There's too much manpower and resources required to accurately assess a student's performance, much less a teacher's performance, so they come up with a quick, dirty way of doing it, which is a standardized test."

Standardized tests were originally used

for universities to make sure students were able to handle college-level work. After their emergence in 1901, the world of standardized testing took off. They've now morphed into a definition of our generation. It shapes how we view the world, and how we view ourselves.

However, no matter how much we try not to get down on ourselves about a test score, it can be hard. It seems that when we return to school each fall for a fresh start, there is always some new state mandated testing policy. With the load of stress intensifying each year, we wonder if it will ever stop.

A recent survey conducted by the American Psychological Association found that nearly half of all teens, a total 45 percent, said that they were stressed by school pressures. Undoubtedly, majority of this anxiety is caused by the insane amount of pressure we feel to ace every standardized test thrown at us, and the frustration we feel if we don't. But the sad reality is that not all people are meant to be standardized test takers. According to Sophomore Jonah Ricanati, the anxiety and stress can affect students' testing performance.

"Some people definitely test better than other people, and some people who have anxiety from testing might let that get in the way of what they really know about the subject that's being tested," Ricanati said.

From what it looks like, these tests are here to stay. Going forward, we can only hope the state will find a better way to manage the new testing takeover.

Forging a New Life Across the Globe

Born in a refugee camp, Brush student Goma Nepal is thriving in the U.S.

BRIDGET COOK AND CLARA MEDALIE
SPOTLIGHT EDITORS

Imagine being thrust into a completely new country, an entirely new culture, about which you know nothing.

Imagine having to suddenly call this foreign place home -- even though you are mystified by the language, the social customs, the schools, the food and just about everything else. Far from family and friends, you'd have no choice but to begin to try and assimilate. How would you handle this sudden immersion?

This is the story of Brush High School senior Goma Nepal, a Bhutanese refugee.

Goma, who arrived in the United States four years ago, is one of approximately 4,500 Bhutanese refugees who have settled in the Cleveland area since 2000, and their progress has caught the attention of many, from local volunteers to The Plain Dealer. Last May, the newspaper trumpeted the success of the refugees in Cuyahoga County. According to a study, most refugee families have more than one wage earner contributing to the welfare of their extended families. In fact, in 2012 refugees contributed more than \$45 million to our regional economy. In this respect, Goma's assimilation into American culture is one to be rivalled.

Yet her life is not without struggles. Though a fairly small person -- standing just under five feet tall -- Goma has always had big aspirations since arriving in the United States. Unlike many people her own age, Goma has kept two jobs for the past two years and is astonishingly independent. She pays her family's utility bills, contrib-



Goma and her sister-in-law, Padma, are pictured above. Padma and her husband live with Goma and her parents. In Hindu culture, it is expected that married couples move in with the husband's parents so that the wife can take care of her mother-in-law.



CLARA MEDALIE/THE SHAKERITE

utes toward household expenses, and pays for school extras, such as her graduation cap and gown. She's grateful for everything she has, from her opportunity to go to high school to the driver's license which makes it possible for her to get to her night job at McDonald's -- things most suburban high school students have long since forgotten to appreciate.

To understand Goma's story, first it is necessary to look back. Though she was born in Nepal, Goma's family is actually from the neighboring country, Bhutan. Goma and her family are among more than 100,000 refugees forcibly kicked out of Bhutan in a wave of ethnic cleansing. Although many people of Nepalese descent called Bhutan home for generations, the then-King of Bhutan decreed in the 1980s that the country needed to subscribe to a policy of ethnic purity, beginning with the majority Buddhist religion. Those who were ethnically Nepalese -- a third of the population -- were forced to give up their traditions, tribal languages, religion and even clothing to conform to the Bhutanese national ideal.

Goma was born and raised in a Nepalese refugee camp, and has never been to Bhutan. She described the conditions in the camp, her birthplace, as being unimaginable compared to the United States. "We'd have to work a whole year to buy an apple," explained Goma. Meat and fruit were rare, and the camp, comprised mainly of plastic and bamboo homes and tents, had no running water. The homes were close together, and Goma joked that there were few secrets to be had, as neighbors easily heard one another through thin plastic and bamboo walls.

Despite these conditions, Goma was unhappy when she found out her family would be relocated to America. Leaving home for such an unfamiliar place frightened her. And for a long time after arriving in Cleveland, life was tough for Goma. "I cried every day when I got home from school," said Goma. She missed her friends from Nepal, some of whom have been relocated to places as far-flung as South Dakota. The United States has admitted 60,773 refugees like Goma and her family from 2008 through 2012, and other countries including Canada, Norway, the United Kingdom and Australia have done the same.

Through Goma's eyes, American culture and the high school experience can be seen in a whole new light. Goma laughed as she retold the story of her family's first Halloween here. "The first Halloween, a kid comes up to the door and asks for a cookie... it made my mom so mad because she had no idea what he was doing!"

Goma sees school, too, in a radically different way than the typical American teenager. To her, high school is a privilege -- a chance to work her way up in the world. Having been raised in a culture that highly values respecting adults and superiors, Goma is shocked when classmates are rebellious and estimated that in her classes, "nine out of 10 students talk back to the teacher."

Corporal punishment is a cultural norm in Nepal and is used

Goma Nepal is currently a senior at Brush High School. She regularly attends English as a second language classes and noticed that American students are more likely to help each other than students at her old school in Nepal.

Learn Nepali

Goma Nepal shared the Nepali versions of some common English expressions. Laughing, she added that one of the first English expressions she learned was "Yeah!"

Namaste!

Hello!

Kcha?

What's up?

Kasto cha?

How are you?

Bidhalaya

School

Subha din!

Have a nice day!

COMPILED BY BRIDGET COOK

BHUTAN

AT A GLANCE

Refugees registered in refugee camps in eastern Nepal during the 1990's as Bhutanese citizens deported from Bhutan. Since leaving Nepal, many refugees have since resettled to North America, Oceania, and Europe with the help of the United Nations.

Government
UNITARY
PARLIAMENTARY
CONSTITUTIONAL
MONARCHY

VAJRAYANA
BUDDHISM

Population
748,775

Official
Language
Dzongkha



Prime
Minister

TSHERING
TOBGAY



BHUTAN

ON THE GLOBE



King

JIGME

WANGCHUCK

Economy

AGRICULTURE
BASED

almost daily, Goma said. She recalled that teachers use violence against students oftentimes for simple misdemeanors such as on a student who forgot to do his homework, or even on a girl whose braids were uneven. However, Goma said that an angry student is free to hit a teacher back as long as they are outside of the school building -- with no consequences.

Understanding the extent of the culture shock Goma has been dealing with requires understanding the many traditions her family abides by. She is a part of the caste system, which divides society into four different levels. Typically, it is frowned upon to interact with people from a different caste. Goma noted how in her culture, "higher-caste people are not allowed to date anyone from a lower caste." Even if she loved someone in a lower caste, she wouldn't be able to be with them. Dating an American would also be out of the question. "My parents would not accept me," she said. If Goma were ever to marry someone from a lower caste, she says she would be essentially dead to her relatives.

In the four years since her family left Nepal, Goma has grown to deeply appreciate the freedoms America provides. "I work, I have a car. Girls have more freedom," she said. "I don't have to cry to my mom to get \$1. I can earn it myself."

Shortly after Goma arrived in America, she realized a job would improve her English and provide her with much-needed independence. In addition to her job at McDonald's, she works weekends at a kiosk in a mall. Goma jokingly recalled that the reason she got her job at McDonald's without knowing any English: the manager liked her glowing smile.

For most high schoolers, a job means means money to go out to eat with friends or go shopping. For Goma, it means financial independence. Working two jobs, she contributes to her family's rent,

**"I work, I have
a car. Girls have
more freedom. I
don't have to cry
to my mom to
get \$1. I can earn
it myself."**

GOMA NEPAL

Shaker Parent Assists Refugees

CLARA MEDALIE SPOTLIGHT EDITOR

I got the idea for this story after observing my mom, Diana Medalie, working with Goma and her family. For four years, my mom has been helping Goma's family with school, jobs, applications and other daily challenges they have faced with their new life in America.

For the first few years, my mom volunteered independently, getting to know the refugee community. Last year, the organization U.S. Together, which helps resettle refugees on the East Side of Cleveland, contacted her and asked if she would volunteer with them.

"It's amazing to see how quickly the children learn English and begin to identify as Americans," she said.

pays for her car insurance, contributes to gas and electric bills and buys her own books.

Back in the refugee camp in Nepal, girls' rights are limited. Human trafficking remains problematic and many girls are victims of forced marriage sometimes as early as 8 years old. Goma remembered how if a man were to threaten or harm her, she would be expected to remain silent. She said that for this reason mothers rarely leave their daughters out of sight. In America, Goma feels a lot safer. "I can speak. If someone hurts me I can tell someone," she said.

Goma's American story is just beginning. Understandably, she has no desire to return to her roots. "I hate Bhutan," Goma said. Bhutan never gave her citizenship, and neither did Nepal. Despite her hardships, America will be Goma's first "home" country and she expects to take the citizenship test in a few years.

Shaker Artists Score Big Again at Scholastics

For second straight year, Shaker students set record for awards won, topping last year's total by 13

CLARA MEDALIE AND BRIDGET COOK SPOTLIGHT EDITORS

Last year, Shaker students won a record-setting number of honors at the 2013 Regional Scholastic Art Competition and Exhibition. This year, students beat that record by 13 awards.

Art students from the high school won 78 honors this year, more than any other participating high school. In total, there were 18 Gold Keys, 18 Silver Keys and 42 Honorable Mentions in a variety of media.

Each year the Cleveland Institute of Art hosts the Scholastics art and writing competition that recognizes creative achievement in the Cleveland area for grades 7-12. Every year there are approximately 1,700 entries judged by a local panel of judges including professional artists, art educators, writers and writing educators. Students who receive Portfolio Awards and Gold Keys move on to the national competition in New York City. The works of all Key winners and Honorable Mentions

are displayed in a gallery at CIA.

Senior Ellie Montenegro is a particularly notable Scholastics winner this year, with a whopping seven Gold Keys, two Silver Keys, and three Honorable Mentions under her belt. "It was probably the best feeling I've encountered since I got into college," said Montenegro. "I was completely shocked. I've entered the past two years, but never gotten a Gold Key. When I found out I won seven, I started crying," she said.

The Scholastics competition began in 1927 and has since acted as a venue for the community to view budding young artists. Some past winners of the competition include Truman Capote, Robert Redford, Andy Warhol and Sylvia Plath.

"I've entered the past two years, but I've never gotten a Gold Key. When I found out I won seven, I started crying."

ELLIE MONTENEGRO

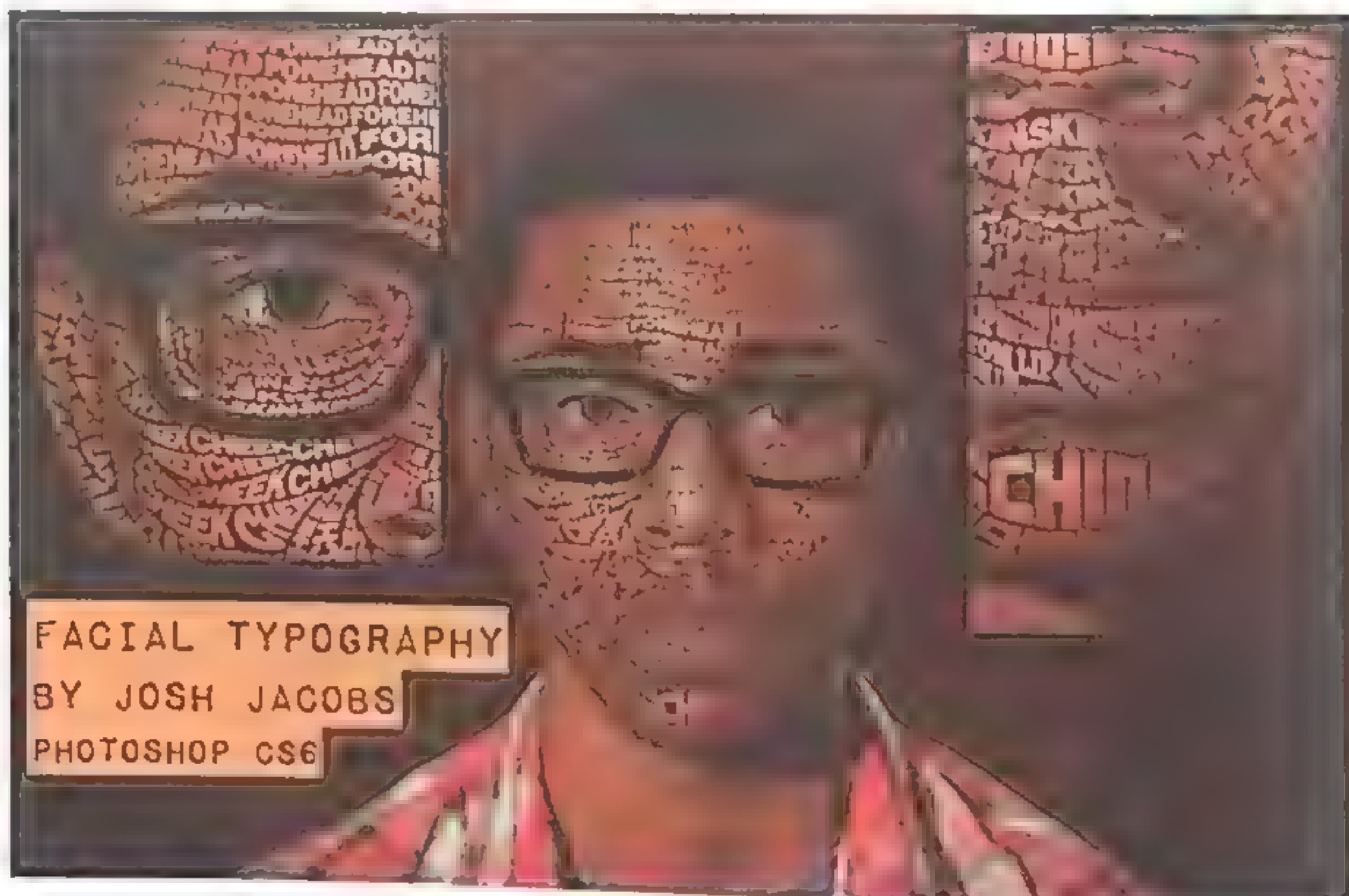


Ellie Montenegro

Ellie Montenegro, a Shaker photography student for her sophomore and junior years, couldn't quite place the moment when she took up photography. "I actually have no idea. My mom gave me an old broken point and shoot camera, and I just kind of went with it," said Montenegro.

"For the most part I like to take pictures when we travel, and primarily I like working with people and taking portraits."

"With Age," pictured below, has a story. "I was down visiting family in Peru this past summer. We were on a pier and my mom pointed out this woman sitting dressed in completely traditional attire. I was lucky to capture the culture and hopefully I can show my kids someday. It was a lucky shot."



In just two years, The Shakerite's own senior Josh Jacobs has become one of the most notable graphic artists at Shaker. What started as designing flyers on Microsoft Word for his church quickly turned into working with advanced programs in graphics class and getting paid by companies for branding and commissions. The art department agreed to let Jacobs start Graphics 1 without any prior art classes and within a week he was in Graphics 2, progressing exponentially.

"I get a kick out of making things for people, solving problems. That's really fulfilling to me," Jacobs said. Jacobs worked on his typography piece for approximately three weeks, on many days staying hours after school. While creating the piece, Jacobs said, "I didn't realize how cool it was."



Josh Jacobs



Yixuan Wang

Senior Yixuan Wang has been creating art since she was a little kid. She started taking art classes freshman year with Art Explorations, then moved on to Drawing, Painting and now Portfolio. She hopes to attend art school next year, with her first choice being Rhode Island School of Design. If not, Wang said she will probably double major or minor in art elsewhere.

Wang won a Gold Key for her charcoal and watercolor picture of two birds. Charcoal and watercolor is her favorite medium to work with, and painting is her second favorite. "I like that [art] is something I always know I can do. It's fun to experiment and have a good time and it doesn't feel like work," Wang said. When Wang isn't creating art in school, she said, "I'll doodle in sketch books [at home]."

Go to shakerite.com

TO SEE
MORE
SCHOLASTICS
WINNERS



Christoph Fitzgerald

Like many of his fellow Shaker Scholastics winners, junior Christoph Fitzgerald was extremely surprised by the news of his jewelry piece, Connections, winning a Gold Key. "Personally, I didn't turn it into Scholastics because I didn't think it was good enough, but my teacher convinced me to enter it," said Fitzgerald. "I was sitting in astronomy, and when my friend told me I won a Gold Key, I jumped up and screamed."

Fitzgerald designed Connections originally to represent vitamin D deficiencies in bones for a Cleveland Clinic piece. He's inspired by a jeweler he worked with. "I started working for Heather Moore, and she was the person who really inspired me to go into jewelry. Her work is very simplistic and very pretty at the same time, and all my work kind of follows in the same style as hers," Fitzgerald said.



CONNECTIONS, CHRISTOPH FITZGERALD



ALL PHOTOS BY MAEVE SCULLY

The expression "don't quit your day job" definitely does not apply to junior Maeve Scully, a former employee of the Flying Crane's Cafe who quit to focus on her photography business. Scully's multiple awards at scholastics and frequent photography jobs attest to her skills as a photographer.

"I'm interested in capturing the moments, not exactly in making art, just showing what happens," Scully said. Her three photo piece won a silver key and depicts what her little sister, a diabetic, must deal with on a daily basis.

"It's almost to show awareness because no one really understands what she goes through," Scully said. Scully started charging people for portraits and events last year and eventually expanded on her ventures. "I get pretty good business," she said.



Maeve Scully

New Testing Regimen Begins with 325-Minute Pilot Test

New End-of-Course Exams will replace the Ohio Graduation Test

ARRY WHITE/CAMPUS AND CITY EDITOR

Shaker will pilot one of Ohio's new End-of-Course Exams in April, a 325-minute English test for ninth graders, to be administered by computer.

The high school's technology will likely be adequate for the April pilot, but concerns remain about computer access for all students when the state's testing program is phased in beginning next year.

Four randomly-chosen freshmen classes will take the test, just one pilot of 10 end-of-year assessments currently in development by the Ohio Department of Education. These tests aim to assess "college- and work-readiness," according to the ODE website. A coalition of 18 states and the District of Columbia called the Partnership for Assessment of Readiness for College and Careers, or PARCC, is creating six of the 10 assessments, those testing math and reading proficiency.

As these 10 exams are finalized, they will be administered to all Ohio public high school students.

Shaker's April pilot test will have no bearing on anything other than feedback to the school and the exam writers, Principal Michael Griffith said.

Details concerning that pilot test's administration are still unclear. "We have not determined yet how we're going to actually implement it," Griffith said. Three segments comprise the 325-minute exam, two of which "might be in the neighborhood of a class period or slightly longer than a class period."

In that case, "we might be able to pull it off where it's a slightly adjusted day, but not crazy," Griffith said. "So we don't have to do something, at least for now, of major impact to the school day, like delayed starts."

Lesley Muldoon, the associate director for PARCC state engagement and policy, said PARCC is "trying to make sure that no student runs out of time to complete the test." As such, "for the pilot tests this spring, we will take about 50 percent more time than we think students will actually need," hence the length of Shaker's April pilot exam.

According to Griffith, Shaker will pilot the ninth-grade end-of-course English exam because the ODE requested schools from across the state to pilot these tests. "We didn't get to pick our subject area. The subjects were offered to us," he said.

Shaker's Director of Research and Evaluation, Dale Whittington, said the ODE has "developed



COMPILED BY ARRY WHITE AND CATHY JONES BY JOSH JACOBSON/THE SHAKERITE

the questions, but they need to determine how the questions will work when administered to actual students," Whittington said. "It's a way of getting an idea of how these questions are going to work so that they don't end up putting bad questions on the test when the test comes."

The 10 tests are "all at different points of readiness in terms of either being written or being piloted," Griffith said. He said the state hopes to begin implementing the test Shaker is piloting, English language arts 1, next year.

By piloting the test, Griffith said he believes the school will gain "a snapshot or a sense of what the direction is, and what is being thought about in terms of the structure of the assessment," as well as "feedback in terms of what this might do in terms of the rigor and the challenge."

One challenge concerns acquiring enough technology to serve all the students taking these computer-based exams. This year, "between our labs and our COWs [Computers on Wheels]," Shaker's computer supply should suffice for the relatively small group of freshmen who will take the pilot exam,

Griffith said.

However, in the future — when more End-of-Course Exams are administered and taken eventually by all students — "there will be logistical problems, technological problems, resource problems," Griffith said. "There's no end to all of the pieces that we're going to have to figure out to make it doable and reasonable given the expectations, and also with the same goal in mind that we always have: trying to minimize, as much as we can, the negative impact on the instruction."

"Our goal is increased [technological] capacity. We know that already. We were already on that track and have been even before this,"

Griffith said. For the time being, Griffith plans to use the networks housed in the school's COWs for the pilot exam, stating that "in all likelihood we probably have to." However, he cited concerns about the devices' speed. "If it turns out that we're not clear that the network is the best tool, then we're going to have to find a Plan B to pull it [the testing] off."

Kathy Fredrick, district director of library media and instructional tech, said the networks "meet the specifications that PARCC has set up for the devices that can be used." However, she added, "We know that there are problems when [the networks] first load, and we are working on those issues."

Fredrick is more concerned with having "the bandwidth that we need to take the test." Again, bandwidth will be a problem in coming years, when more students take the exams.

In addition, the ODE requires administration of end-of-year assessments in American government and U.S. history this year. Shaker's CP U.S. History and U.S. Government exams will suffice for those assessments in the meantime, as a "temporary measure," Griffith said.

Later on, U.S. History and U.S. Government will be two of the 10 subjects tested by the state's End-of-Course Exams. According to a plan the Graduation Committee of Ohio's State Board of Education drafted, which was formally approved in November, the End-of-Course Exams will replace the Ohio Graduation Test. Each exam will be worth five possible points. Students who take all 10 tests will be required to earn a minimum of 25 points total to graduate.

According to the board's plan, the class of 2018 will take five End-of-Course Exams as part of their graduation requirements, the class of 2019, eight; and the class of 2020 onward

will take all 10 exams.

However, C. Todd Jones, chairman of the State Board of Education's Graduation Committee, said "districts have the possibility of eliminating the first math and English end-of-course exams," which assess proficiency in algebra I and English language arts 1. That decision would reduce the number of end-of-course exams administered at a school to eight.

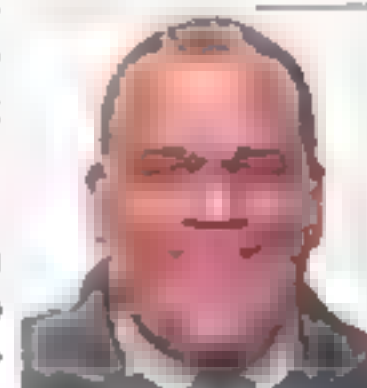
The math and English End-of-Course Exams are elements of a new testing system called the Next Generation Assessments, created by the PARCC consortium. According to PARCC's website, the Next Generation Assessments aim to align with "the full range of the Common Core State Standards."

The Common Core State Standards Initiative was formally developed in 2009 by the National Governors Association. It includes standards for mathematics and English language arts, to "provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them," according to the Common Core's website. In mathematics and English language arts, different standards exist for different categories such as writing and reading.

Adoption of the Common Core standards is not mandatory. The initiative "is a state-led effort . . . being driven by the needs of the states, not the federal government," according to its website.

Griffith believes that in the near future, "we'll be in a position where many of the things are more solid" regarding testing. However, the school will still face more testing-related hurdles.

Test-taking time, for one, will prove a challenge. Muldoon wrote in an email that when the End-of-Course Exams are officially administered, "PARCC will offer a 20-day testing window" for its exams — only six of the 10 End-of-



Michael Griffith



Dale Whittington



WILL McKEIGHT/THE SHAKERITE

The PARCC English and math End-of-Course Exams will include multi-step computer-administered questions such as the one displayed at far left, an English sample question in April. Ohio's pilot English End-of-Course Exam will include similar questions. Principal Michael Griffith said that "in all likelihood we will probably have to use networks to administer that pilot exam. During the school day, classes such as Charles Eberhagen's eighth period 11 Honor/CP English class pictured on Dec. 10, use networks for school assignments."

Acronyms

The growing testing movement includes several acronyms. Here are a few.

ODE

The Ohio Department of Education is helping develop the End-of-Course Exams and the new graduation requirements.

COWs

Computers on Wheels are carts of networks that will likely be used to administer Shaker's pilot test in the spring.

ETS

Currently, the state of Ohio has a contract with the Educational Testing Service to use its PSAT/NAT exam for graduation requirements. It is not confirmed if this point.

ACT

It is not confirmed if Ohio may cancel its contract with ACT in favor of the ACT program's new Aspire test. However, it is not confirmed at this point.

OTES

Newly modified by the ODE last year, the Ohio Teacher Evaluation System contains more stringent evaluations of teachers' performance.

PARCC

The Partnership for Assessment of Readiness for College and Careers, or PARCC, is creating six End-of-Course Exams to measure 21st-century learning skills in math and English. It complies with the Common Core State Standards.

SLOs

Student Learning Objectives are tests being used in ODE. They focus on measurements of teachers' performance.

COMPILED BY THE SHAKERITE

Course Exams students will take — though "states may opt to use a shorter test period within that window." She said PARCC estimates that "most schools will be able to complete testing in as few as five to 10 days."

Moreover, the number of standardized tests administered in Ohio will only increase in upcoming years. According to Whittington, to measure "college and career readiness," the state has "made a contract with ETS to use the PSAT." Next year's sophomores will take this required PSAT in October.

In a later interview, however, Whittington said "the state may break that contract [with ETS]." She clarified that "it's all rumor at this point," but said the state is considering a "switch over to something called Aspire, which is being developed by ACT to replace the PLAN and Explore [tests]."

"On the books right now, technically the PSAT is being required for next year," Whittington said. "Will that be the case a month from now? Maybe not."

High school students will not be the only ones hit with increased testing. Students in grades three through eight will also take end-of-year assessments developed by PARCC, with both March and May components. The "performance-based" March component will be handwritten, while the May part will be administered by computer.

Like the exams at the high school, the March parts of the English exams for fourth- through eighth-graders will take approximately three and a half hours to complete in three shorter sessions, according to Muldoon.

"Third graders will have a shorter set of essays and will only spend about two and a half hours on this part of the PARCC assessment," Muldoon wrote in an email. For all grades, the March components of the math exams will take about two hours. The May segments of both exams will also

take about two hours to complete.

Third- through eighth-graders "will also be taking performance-based assessments developed by a different testing company [than PARCC] in science and social studies," created by the state of Ohio, Whittington said.

These exams come in addition to requirements from the new Ohio Teacher Evaluation System, enacted last year, which include the Student Learning Objectives tests administered to every public school student in every subject in the fall and spring, or in January for semester courses.

Griffith was unsure about what effects the final End-of-Course Exams might have.

"In theory, I think they [the End-of-Course Exams] have potential. In practice, I'm not convinced," Griffith said. "I think they have great potential because the kinds of questions they're asking are really good questions. I've seen some of

the sample questions in math and some of the other areas, and they are very good, conceptually-based questions, and you really have to understand and have good knowledge.

"At the same time, when I say 'in practice' — the bombardment of testing, and the volume of testing, and the consequences to instruction are not necessarily a very good thing," Griffith said. "In fact, I would say they're clearly not a good thing."

"It's just the quantity of it, and all of it being tossed on at the exact same time. . . I'm not convinced that that hasn't had a very detrimental impact on their ability to focus on the instruction in the way that we feel is best," Griffith said. "It has great potential to distract us from the true teaching that needs to go on, so I'm concerned about it. I'm concerned that it's taking away the sense of time and motivation and energy that teachers would have been putting into their instruction and working with young people."

TUMBLR PRESSURES TEENS TO STAY THIN

Tumblr's thinspiration blogs create controversy over teens' weight and body image

You all may have heard of Tumblr, a popular social media site full of bloggers. It contains a plethora of blog types that range from fashion to humor. But perhaps the most concerning blogs on Tumblr are the ones that are "thinspiration" themed.

Tumblr has increasingly become a center for teenage girls to compare themselves to others. Thinspiration blogs have only fueled the fire. These blogs encourage youth, especially girls, to pursue actions associated with eating disorders in order to minimize their size. These blogs provide tips on throwing up and starving yourself. The worst part of these sites is the fact that they make being unhealthily skinny look normal. They advertise pictures of overly skinny girls as if being able to see someone's bones through their skin is totally okay. This misleads teenagers to think that what these thinspiration blogs are trying to accomplish is not wrong, because other people do it, too. And we, being humans, naturally follow the trend.

We all have our insecurities. However, telling a girl with already low self esteem that it's acceptable to starve herself or throw up her dinner is sickening. We should be building each other up with positive advice, not tearing each other down by essentially saying, "You're not good enough."

According to the National Association of Anorexia Nervosa and Associated Disorders, 95 percent of those who have eating disorders today in the U.S. are between the ages of 12 and 25. This specific demographic is especially terrifying because they are essentially the future of our country. And if the future of our country grows up in an environment that puts them down and constantly makes them feel like they're not good enough, we can only

95 percent of those who have eating disorders today in the U.S. are between the ages of 12 and 25

imagine what their life will be like as adults.

The most ironic part of this situation is that these thinspiration bloggers think they're in the right. They believe that they're actually helping girls to be comfortable in their bodies by encouraging them to develop eating disorders. In reality, if we want teenagers to truly be comfortable in their bodies, we should encourage them to be themselves instead the person they're forcing themselves to be.

But then, you ask, what's the appeal? Why do teenage girls struggle so much with body image that they feel the need to start blogs promoting eating disorders? Researches have identified many reasons for eating disorders. Among them, we think that images such as those found on the thinspiration blogs and in advertisements are the most powerful.

The most influential aspect of society on girls are big corporations, such as Abercrombie and Victoria's Secret, which utilize ridiculously thin models in all of their advertisements. Big corporations, and just society in general, should advertise a healthy body image instead of computerized, perfected models. We need to show teenagers that beautiful people come in all shapes and sizes, and that physical appearance is not everything. Being beautiful should be about who we are, not what we look like.

So stop associating the word "beautiful" with "skinny," and start associating it with "yourself." Because being yourself and being comfortable in your own body is the most beautiful thing that you can be.



Wait! Don't tell me. You're . . . ?

Oh gosh, should I say hi? I don't really know them. Do they even know who I am? Oh shoot, we made eye contact. What do I do now?

Everyone has been on both ends of this situation: the Awkward Encounter in a Public

Place. The only thing that makes these situations more awkward is when they involve acquaintances and not close friends.

One problem I'm always confronted with is that I know more people than know me. I'm often left rack-

ing my brain to remember if the people I see around actually know me, or if I'm just being that creepy person saying, "Hi" to a stranger.

Another thing I've always been unsure of is the protocol for encountering acquaintances. If we were in a class together in middle school and I remember your name, should I say hi? Should I avoid eye contact? Or should I just stare until you can feel the beams from my gaze and say hi to me first?

Both sides of these encounters are equally uncomfortable, except when you see acquaintances, you don't even know who you're making awkward small talk with!

When I see someone I don't recognize, I can't help but stare at him in hopes of thinking of his name. But what if he notices me staring and thinks it's an invitation to start a conversation? Then I'll be trapped in a conversation in which I can't even appreciate the awkwardness of it all because I'm still trying to figure out what the heck this person's name is!

By now, I've adapted to these situations. I've learned to stare shamelessly and master the "Hey!" without using a name, not to mention pulling off a semi-normal conversation when I can't think of anything to say. One thing I can't accept, however, is the sudden realization of that person's name right after he says goodbye and walks away.

Sometimes after I belatedly realize a kid's name, I just want to chase after him and yell it so he knows I've figured it out. I worry that he could feel that I didn't know who he was, but didn't want to say because it would've made the encounter even weirder.

So maybe the next time I go out, I should try to contain my stares and hold in the wave to the person who doesn't know me. But how else am I supposed to make friends?



Francis Douglass
Columnist



Shaker Is Yours, For the Time Being



WILL MCKNIGHT//THE SHAKERITE



WILL MCKNIGHT//THE SHAKERITE



WILL MCKNIGHT//THE SHAKERITE



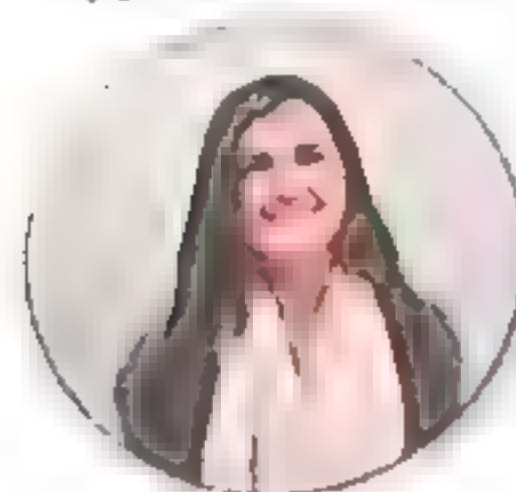
WILL MCKNIGHT//THE SHAKERITE

Lead by senior Jada Simmons, cheerleaders perform a stunt at a home basketball game against Mentor Jan. 31. The drumline closes the band halftime show in a football game Oct. 9. Freshman Mira Leibovich laughs in the snow during a World War I Global Studies simulation. Sophomore Andrea Kirby and the cast of *Once On This Island* act out a scene in the large auditorium Nov. 20.

Don't miss your chance to make the most of Shaker while it still belongs to you

I took a turn down the brightly illuminated hallway, boots clacking and echoing down the empty corridors.

Making my way to meet a friend down in her art classroom, I absentmindedly walked through the high school I've come to know so well – or so I supposedly should by now.



Bridget Cook
Spotlight Editor

Though I'm now a second-semester senior, I'm regularly floored by how much I'm still finding out about this building and the people who walk its halls.

At the high school, it's hardly a stretch to say that you can take an accidental turn through a different door, down

an unfamiliar hallway, and stumble into a whole new world.

The choir room. The SGORR office. The art department. The weight training room. The band room. The theatre office. The photography room. Room 231, home of The Shakerite. Each is a little

sphere of its own, and our school is full of them. Spheres attracting their own groups of people, with ideas, inspiration and laughs flowing through and uniting those who call them home. Time and time again, I've discovered a brand new department, room, office or club that reminds me how little I truly know of a place I'm slated to leave in less than a full semester.

In the time I've spent watching heart-pounding hockey games, hearing the choir fill the Large Auditorium with goosebump-inducing harmonies or browsing the art department with wonder, Shaker – and all the little worlds inside it – have never failed to impress me. There's something about the way that any student here, after just taking a little time to look around, can find a worthwhile pursuit.

There's a saying that in hindsight, everyone has 20/20 vision. With just one semester left before me at the high school, I couldn't agree more. I can see the opportunities, the passion and the fascinating spheres that are all tucked within the school more clearly than ever before.

That said, I want to challenge you – whether you're reading this as a freshman, a sophomore, or even a junior – to go find your little world. The sport that leaves you exhilarated and craving more. The class you take because *you* decided you wanted to learn about it – not just because all your friends signed up. That one room in the school

where you can come in, do something original, and not have to be anyone but yourself.

I challenge you to find your place. A place aside from judgment, peers, social media – or anything else that influences us more than most would care to admit – to accomplish something great and just be.

If you think you've already found your sphere, find another, and another. Find the club, the sport, the class that makes your heart beat faster, relaxes you or changes you for the better, and throw yourself into it.

For me, the satisfying sound of a field hockey ball striking the back of the goal and the triumph of finalizing a Shakerite page I've designed for weeks are moments that have made every bit of time and effort worth it.

Down in the art room, my friend's eyes lit up with pride and excitement over an incredible self portrait she'd stayed up late finishing. Looking over the fantastic sketch, I couldn't help but marvel at her passion and dedication.

Everyone deserves to have something that makes them feel that way.

I really can assure you that every year flies by faster than the last. Shaker and all its opportunities will be yours for awhile, but not forever. However, it's not too late. Your sphere is waiting.

All you have to do now is find it.

In Harness and Out, Dogs Commit to Lifetime of Service

Shaker alumna Rachel Friedman
trains canine companions that help people
bridge social gaps, feel at ease

HANNAH HEVERLING
ENTERPRISE REPORTER

PHOTOS BY PHOTO
EDITOR WILL
MCKNIGHT



Daniel interacts with his
dog, Blazer, during a training
session Oct. 29, 2013

WILL MCKNIGHT / THE SHAKERITE

We all remember those toddler days when you wanted to pet and hug every puppy in sight, but we also remember the temper tantrum when your mom or dad told you, "No, you can't pet that dog."

Most children are confused at this point. A person can wear a vest and still act normal, so why can't a dog? Once we are old enough to understand that certain dogs are off limits, it all starts to make sense -- they are working. Furry friends that play Frisbee around the house could one day save your life.

In some cases, the purpose of the service dog is to draw others to the person it serves. Shaker alumna Rachel Friedman, local service dog trainer and president of A Better Pet LLC, believes that owning a service dog entails many opportunities.

"The service dog can often times create bridges to meeting people that they never

would have met otherwise, and that's the positive attention that people need," Friedman said.

I went to Friedman's home in October with Photo Editor Will McKnight to observe and interact with her clients and their service dogs during a backyard training session. It was a memorable experience. Seeing the joy and exhilaration the dogs brought to each of their owners was heartwarming. Tsafia, one of Friedman's clients who is a student at Beachwood High School, explained the emotion she feels for her dog, Lexi.



"She helps me in the building and helps me with my ticking," said Tsafia, who asked to be identified by first

name. Lexi is no longer working as a service dog, but she is still bringing smiles and memories to Tsafia's family at home. Tsafia and Friedman are currently training Tsafia's new service dog, a small labradoodle named Cora.

People often underestimate the usefulness of service and therapy dogs. They aren't everyday canine friends that you can run and play fetch with in the backyard. But service dogs can bring joy to all ages. Another one of Friedman's clients named Daniel believes his life wouldn't be the same without his dog, Blazer.

"He helps me live in the moment," said Daniel, who asked to be identified by first name. From providing mobility assistance to diabetic assistance to therapeutic companionship, these dogs are faithful friends.

The harness or vest that the dogs wear functions as a barrier for frolic and fun; they



WILL MCKNIGHT/THE SHAKERITE



WILL MCKNIGHT/THE SHAKERITE



WILL MCKNIGHT/THE SHAKERITE



WILL MCKNIGHT/THE SHAKERITE

Burdenette interacts with her dog, Beau in a training session on October 29, 2013. Service Dogs wear a vest to notify others that they are working, this is displayed by the purple vest that Beau is wearing. When the vests are removed, Blazer and Ella play in the yard. Ella and Beau run and play after the vests are removed.

**"He
helps me
live in the
moment."
DANIEL**

know they are working while wearing it.

However, when the harness is removed the dog is just as energetic and playful as ever. Witnessing clients remove the vests from their dogs was striking and brought to mind kindergarten students released for recess. Friedman believes that the vests "absolutely affect the mannerisms of the dogs."

By law, the dogs are not required to wear anything. The vest or harness serves to notify people that the dog is working.

Service dogs are not new. In the first century A.D., men used dogs for guidance; Chinese scroll paintings from the middle ages depict a blind man being led by a dog.

While most in this era used the canines as guide dogs for impaired vision, the first service dog intended to assist individuals with other disabilities wasn't established until 1970.

Service dogs have evolved drastically since the first century to present day, and the number of people who rely on these dogs is rising annually.

Say a middle aged man has type-one diabetes and his blood sugar starts to rapidly drop due to intense exercise or surplus of insulin. As seconds pass, the man becomes

less responsive until he has a seizure or goes into a coma. It's all about that real-time reaction when a serious change is occurring in the man's body, and that is when the diabetic alert dog springs into action.

Not only can the dog see visible changes in the man's behavior, but they use their superb scenting ability to detect changes in his blood sugar levels. When a dog senses that a human's blood sugar is too low or too high, it will ensure that the owner or someone else is alerted immediately.

Training these animals is a long project; most trainers begin the process when the dog is still a puppy. Friedman believes that there are many stepping stones in the training process.

"The training never stops," she said. "They continue to learn over the years as they get to know their person. It's an evolutionary project," Friedman said.

Another one of Friedman's clients named Julie explained how her dog, Ella, an English Springer Spaniel, helps her every day.

"She offers companionship," said Julie. "We go places together, and she makes me feel more at ease."

Sometimes help is just a bark away.

Canine Catalog

A gallery of service dog photos
taken at a training session
Oct. 29, 2013
at the home of trainer
Rachel Friedman

Blazer

English
Springer
Spaniel



Blazer is from a breeder in New Jersey, he is a fun and friendly companion to his owner, Daniel

Beau

English
Springer
Spaniel



Beau is from a breeder in South Dakota. He lends a helping paw to his owner, Burdenette

Ella

English
Springer
Spaniel



Ella is from the same breeder in South Dakota as Beau, she provides comfort and love to her owner, Julie.

Lexi

Yorkie/
Maltese
Mix



Lexi was picked up from a local horsebreeder. She brings many smiles and memories to her owner, Tsolia. Lexi is no longer a working service dog at this time.

Gimme Java Coffee Brings New Taste to Neighborhood

From Wall Street to Lee Road, Al Plummer and JoAnn DiPasquale liven the Kingsbury Building, a Shaker historical landmark

MARCIA BROWN MANAGING EDITOR

For Al Plummer, Wall Street doesn't have quite the same charm as Shaker Heights.

Plummer left the investment bank Bear Stearns and moved to Ohio in 1999. He brought his business know-how with him in the form of a coffee shop. Plummer and his fiancée, JoAnn DiPasquale, opened Gimme Java Coffee, nestled on the corner of Lee Road and Van Aken Boulevard, Oct. 11, 2013. Conveniently located so customers can grab a library book or catch up on homework during study hall, Gimme Java is quickly becoming a community hotspot.

Cozy and sophisticated, Gimme Java's interior houses a glowing fireplace and dark wood tables. The chairs slide easily across hardwood floors, and a bright case brims with rich cakes and savory courses. The shop's windows fog with steam from hot drinks. Plummer calls himself a "coffee connoisseur of sorts."

Gimme Java was "basically [my] first love," he said. "This is labor of love; I've always wanted a cafe coffee shop."

Plummer's coffee roots started in East Orange, New Jersey, where he drank his first cup. "Twenty-three Elliot Place, of course," he said, recalling his grandmother's address. "And my grandmother, of course, she brewed Maxwell House, and I was probably 8 years old . . . She liked her coffee light and sweet, and that's how I take mine," Plummer said.

"I'll never forget that blend."

His strong memory urges him to create a coffee experience that is unforgettable -- and has customers flocking back. Yet Gimme Java Coffee might not be here if it weren't for a nudge from Plummer's sister.

The nudge was firm, apparently. Dubious at first, Plummer has come to like Shaker Heights. When he moved here after working for Bear Stearns for 16 years, he was working as a musician. His band, The Dream Academy, had just released a new album and he traveled a lot.

After first living in Shaker for about six months, he moved to North Royalton and then to Independence, where he currently resides. Shaker -- and the chance to be his own boss -- won his heart, however.

"We got tired of working for other people, other companies and not getting ahead, advancing, you know," DiPasquale said. "I was always raised to work for yourself."

With the coffee shop open, he and DiPasquale, who co-owns Gimme Java, are looking at some homes in Shaker.

Plummer said that his work ethic enabled professional success but that he thinks his personal life can also flourish now.

"I was focusing on [keeping] my eye on the prize in regards to success in the corporate world and success in general. And so I didn't make time for a family, but . . . I'm not too old to do it," Plummer said, laughing.

In 1999, he moved to Ohio and has "loved it



Owners Al Plummer and JoAnn DiPasquale behind the counter of their newly opened coffee shop, Gimme Java Coffee. The restaurant opened Oct. 11, 2013

ever since," he said. "I'll never go back to New Jersey [except] to visit maybe," because his mother still lives there.

As the crow flies, New Jersey isn't terribly far from Shaker. Plummer's journey to coffee shop entrepreneur, however, wasn't a straight shot.

As an undergraduate at Rutgers University, he studied for three years and spent a year abroad. "It took me to the University of Belgium," he said.

But that's not his only foreign residence. He's lived in Antwerp, Belgium, Dartford Kent, England, and Cassel, Germany.

After living around the world, his varied tastes are unsurprising but not restricted to food. "[I was] once a musician at one time. Guitar, keyboard, [I] was also a lyricist," he said. He wrote a couple of songs that still haven't been published. As a member of two different bands, The Dream Academy and Capri, Plummer was never idle.

That hasn't changed. Committed to creating an ideal environment for his customers, he works constantly to maintain it. But the work doesn't faze him.

"If you love it, if you really love it. If it's not a burden, it comes easy to you. It really does," Plummer said. "I had a small bakery in New Jersey," he said. "I always loved going out to

"Love and laughter and good eating and friends and family. What is else there?"

AL PLUMMER

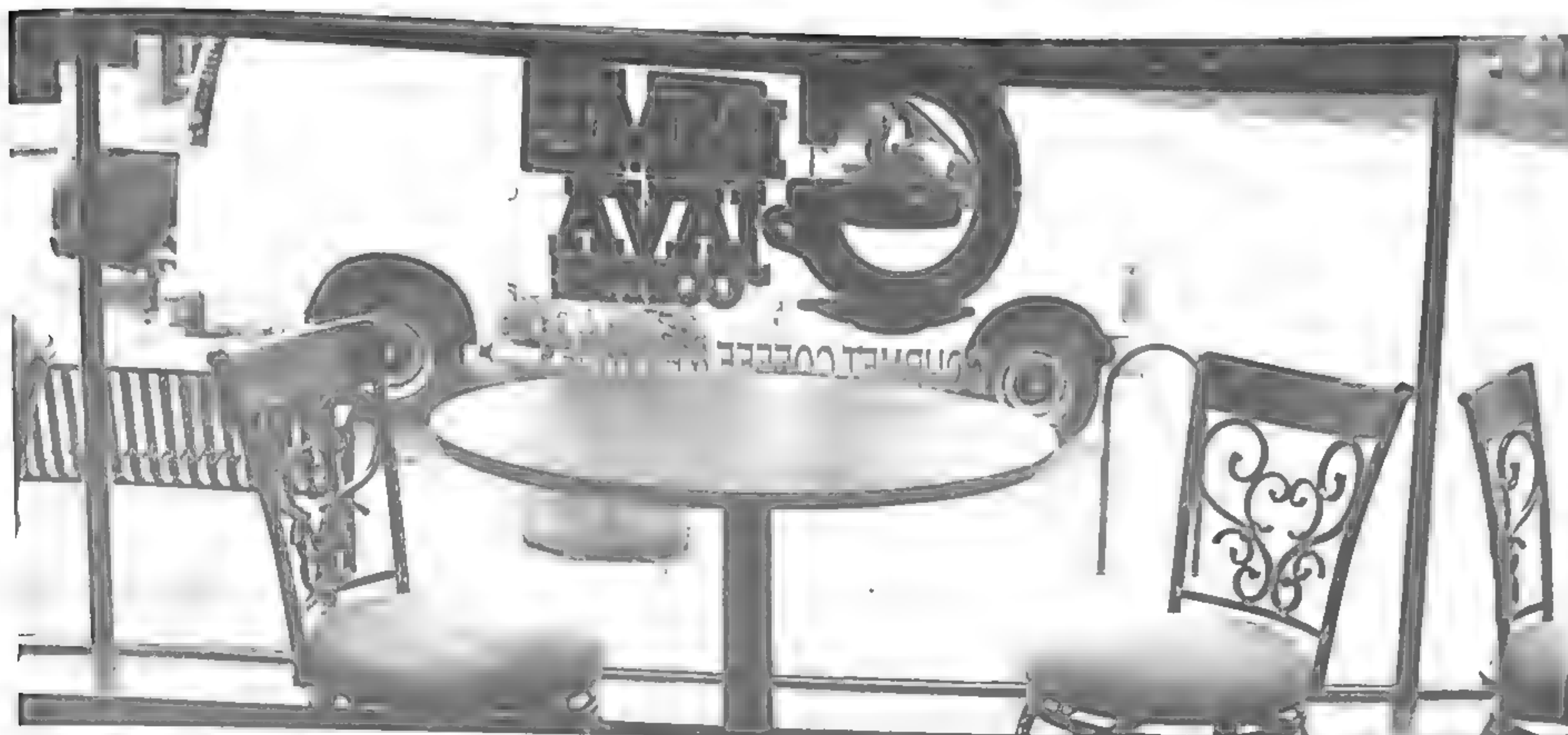
different restaurants, trying different cuisines. I have an eclectic palette. I've always loved that."

Plummer relied upon his experience when locating and renovating Gimme Java. "I've been looking around for a particular, high[ly] visible location and stumbled on this," he said. On the corner of Lee and Van Aken, Plummer found it. "This is a natural space, and this corner, it's a natural corner for a coffee shop, absolutely."

Location isn't Plummer's only concern. "My premise behind doing this is I wanted to bring something to the Shaker Heights residents -- a space for them. I want this to be a meeting and greeting place," he said. "This is not my shop; this is Shaker Heights' shop."

Gimme Java exudes a chic urban vibe, similar to that of a haven from a big city. Around the holidays, Gimme Java brought together bits of old and new with its garlands, Christmas tree and aged, wood door.

Plummer, who originally intended to attend Fashion Institute of Technology in New York, designed the shop's look himself. "But I said you know what, no no, I think the financial game is more me," Plummer said. "Some people ask if we had a designer come in but no, no, no. Everything you see is from this individual's brain."



Gimme Java Coffee host silk wood furniture and a friendly, inviting atmosphere. Although the large windows provide a view of the surrounding area, the interior is a warm, comfortable place to sit and relax.

To install Plummer's ideas, the interior of the property was demolished. "Walls, new floors, new ceiling, new countertops," Plummer said. "Of course, [we] went to different old-time pottery places and picked out several pieces of decor and we put it together."

Plummer is confident that his coffee creation will succeed. Previously in the same venue, Kokopelli Coffee and Tea failed. Despite the location's foreboding history, Plummer is not superstitious. "From what I've been told -- I did my homework -- the previous owner or owners didn't focus on community, didn't focus on the ambiance, didn't focus on a high quality product," Plummer said. "That is extremely important, OK, for success."

Plummer's model for success includes building relationships with customers. "You have to know your customers by name. You have to know exactly what they like in the morning. You have to engage in wonderful conversation and laugh. They have to feel as if they can come in here and they can just sit down and just drift," he said. "This is an oasis from outside and . . . I want my customers to feel just that comfortable."

With success, he hopes to expand. However, Plummer and DiPasquale have found the search for a niche like Shaker difficult "because [it] is such a unique community. The different ethnicities coming together and laughing."

"There's a life pulse here," Plummer explained. He notes Shaker's distinguishing qualities but maintains that "my customers are my customers."

As an African-American entrepreneur, Plummer sees his position as a role model to his employees, some of whom are Shaker students.

"Well, because I love unconditionally . . . those little hang ups don't matter to me. I've never really thought about that particular aspect . . . or role as African American with a coffee shop," he said. "The usual stereotypes don't apply in my world . . . I love them until they tell me 'Get outta here, Al, I don't wanna see ya anymore!'"

He laughs heartily, advising that his good nature is important to his success. "Put your

best foot forward. Always, you catch more bees with honey than you catch with vinegar," he said.

At the sound of this common chorus from Plummer, Eric Payne ventures from the counter. Payne is Gimme Java assistant manager, Cleveland Institute of Art student and a Shakerite alumnus. "The coworkers are great. I love my weekend crew," he said. "[Gimme Java] has been really welcoming to the Shaker community."

Plummer listens and then gestures at the full cases, stocked with sweet and savory temptations. Pies, cookies and sandwiches tantalize me. He asks me what kind of pie I like. "Here, try this pumpkin spice pie," he said. It was as rich as cheesecake but filled with fall flavors and infused with nutmeg.

These pies aren't made in house, however. They come from a bakery in Parma: Cake Royale. Gimme Java's primary food vendor is Cisco but "[we] sometimes will go to a restaurant and get a couple of things here, a couple of knick-knacks," he explained. "We try to keep the cases as stocked as possible."

But the food is an accompaniment to the coffee. Plummer takes this business very seriously, engineering his own blend unique to Gimme Java. Through Cleveland Coffee Company, a coffee provider, Plummer and DiPasquale tasted different beans to create the blend for their house roast. "[It's] wonderful. Nothing bitter, no bitter aftertaste, smooth on the palette," Plummer said.

While Plummer is confident in his coffee roast, his business isn't as risk-free. He has revamped a space, not known as prosperous, with \$220,000 of his own funds.

That money may come back, however. With the major competition, Starbucks, forced to close shop because of Chagrin-Van Aken construction, Gimme Java Coffee may convert many Starbucks fans.

If Gimme Java succeeds, Plummer's personality will be one reason why.

"I'm very playful. I love laughter. To me laughter is what heals the soul," Plummer said. "Love and laughter and good eating and friends and family. What else is there?"



Gimme Java hires many Shaker students, offering them experience in the work force and the opportunity to contribute to the growth of their community.



Employee Izzy Khayat prepares a customer's order behind the counter, that features coffee dispensers and platters with freshly baked goods.



Gimme Java Coffee, located in the Kingsbury Building, is on the corner of Lee Rd. and Van Aken Blvd. Quintessentially Shaker architecture, the building was finished in 1927 in the Tudor architecture style.

Convenient location, free Wi-Fi make appealing addition to neighborhood

JULIA SCHARFSTEIN WEB EDITOR IN CHIEF

With an enticing menu and homey feel, Gimme Java Coffee is a lot more than just coffee. It is the perfect place to pick up a drink or settle down to get some work done and the close proximity to the high school makes it even more appealing.

After hearing hype about the new Shaker coffee shop, I went to check it out. My first impression was positive as I found a spacious parking lot and Simply Delicious Pies right next door. Yum.

Upon entering, I was greeted by a warm, simple atmosphere. It didn't feel too crowded but was far from deserted, featuring a diverse selection of community members.

I went to order and found several options for breakfast sandwiches and drinks but was disappointed by the lack of baked goods in the case. When I asked if they were available, an employee told me that there would only be a limited selection until there was time to bake more items. Seeing as it was almost 12 p.m., I

was disappointed, but the chocolate chip scone that I ordered was delicious. I hope I'll be able to try the coffee cake next time.

I also ordered a regular sized Gimme Java Mocha, a combination of white chocolate, swirls of caramel and steamed milk with espresso. Although I wouldn't say it was the best coffee drink I've ever had — there were no extraordinarily tasteful flavors — it was inventive and satisfyingly hot on a freezing cold day. The Java's Morning Delight breakfast sandwich — an egg patty, slice of cheddar cheese, roasted tomatoes, fresh spinach, and basil pesto served on a Ciabatta hoagie — was decent: a step up from Dunkin' Donuts but not nearly as refined as Stone Oven. The ingredients tasted fresh and the sandwich looked appetizing, but it lacked any distinctive flavor. The prices overall were similar to Starbucks or Deweys.

Overall, the employees were pleasant. They were helpful and conversed with customers, sitting down to chat when they were not serving. I chatted with them as I ordered and found them to be very friendly as we discussed the opening of the shop and the weather.

There was a television in the shop but it was set to the default Time Warner Cable channel.



Gimme Java's coffee machine is the link between atmosphere and coffee stardom. Through provider Cleveland Coffee Company, Plummer and DiPasquale created their own unique roast.

The turnout was impressive for a cold, snowy day, and I think this is a great addition to the Shaker Heights community. It beats Starbucks with its local feel and Phoenix Coffee Company due to its substantial food options.

It detracted from the homey feeling as I was hoping to learn about the state of the roads for the drive home or highlights from the last Cavaliers game. There was also music playing at a low volume but it seemed distracting more than comforting as it played a song comparable to elevator music. A combination of high and low wood tables offered plenty of seating, and big windows provided lots of natural light. There were festive decorations scattered around the shop and an area with inviting chairs surrounding a fireplace. I was excited by my discovery of free wifi, increasing the shop's appeal for Saturday afternoon study sessions.

The turnout was impressive for a cold, snowy day, and I think this is a great addition to the Shaker Heights community. It beats Starbucks with its local feel and Phoenix Coffee Company due to its substantial food options, but I think it will be difficult for them to overcome Dewey's Coffee Shop due to its similar set-up and established reputation. However, the walkability and close proximity to Shaker Town Centre could help put them over the edge.

Upon exploring their website, I found discussion of several dishes that I did not see on the menu while I was there. As a newly opened shop, I would assume they are slowly implementing the full menu. As more of these items become available, I predict improvements in the overall depth and appeal of the menu.

An added bonus—and something offered by neither Starbucks or Deweys—is free coffee on Mondays. By texting "javamonday" to 28748, you'll join their coffee club and get a free cup every Monday. And let's face it. Who doesn't love anything free?

With some minor improvements, I see the potential for Gimme Java Coffee to be a regular hot-spot for community members' morning coffee run and high school students looking for a quick, convenient lunch.

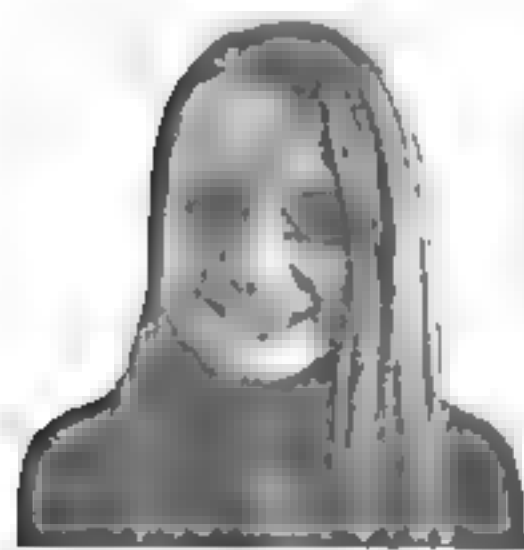
Promoting a Look of Danger

'Thinspiration' Tumblr blogs celebrating thinness send young women a unhealthy body message

BRIDGET COOK SPOTLIGHT EDITOR

Make them regret the day they dared call you fat." "Be strong and get skinny." "You won't regret not eating." "Feet together. Thighs apart."

These are just a few of the messages plastered across images of stick-thin female figures typical of Tumblr pages known as 'thinspiration' blogs. Protruding collar bones, emaciated rib cages, and wide "thigh gaps" are frequent aspects of the troubling images.



Carter Lamb

A website where users can blog and share photos, Tumblr is home to over 130.5 million blogs. A portion of these blogs have thinspiration, or 'thinspo' themes, where young women blog obsessively about extreme weight loss and document each pound shed.

While the internet can be a positive tool for documenting nutritionally conscious weight loss and creating a support system, thinspo pages go far beyond what's healthy. Junior and Tumblr user Carter Lamb has seen the site's thinspo pages. "I actually find the sites disturbing. I will never understand why anyone would aspire to look like that because it's unhealthy looking," Lamb said. "More than half of the girls on Tumblr are models. You should be happy and comfortable in your own skin."

While anorexia and other eating disorders have long been prevalent among young women, the online aspect of the disorder adds additional issues. "Part of [eating disorders] are learned behavior," high school psychologist Sagar Patel said. "When middle school kids have access to internet, they might very easily perceive it's the norm. It's very easy for young girls to fall into the idea that this what they're supposed to do," Patel said. Whereas before girls compared to solely classmates and friends, now that obsessive comparing can expand to include other women all over the world via the internet. With thinspiration websites, the intensity of anorexia's impact can thus be magnified several times over.

And indeed, thinspo websites and images have a powerful way

I JUST WANT TO HEAR THESE WORDS,
"HAVE YOU LOST WEIGHT?"



A model poses for an example of a 'thinspo' photo, popular on the social media platform Tumblr. Other quotes from 'thinspo' posts include "make them regret the day they dared to call you fat" and "be strong and get skinny."

WEHEARTIT.COM

"It's important to have a preventative conversation. Because at this point we really can't control what media is getting to our kids."

SAGAR PATEL

of impacting already-insecure girls. The immense number of photos that appear when one searches "thinspo" could be enough to persuade a girl to try and unhealthily lose weight. Upon seeing a handful of thinspo images, Patel said, "That's mental illness. That's body dysmorphia. And we just need to emphasize the importance of a healthy lifestyle."

Patel identified some of the disorders associated with self-deprecating slogans as seen on thinspo blogs. "Eating disorders are internalizing disorders, because they deal more with the self. External disorders are just the opposite," said Patel. "And in some cases there can be multiple disorders going on at once, and we call that comorbid. At times anxiety and depression go hand in hand."

Some websites go further than featuring images by providing specific instructions on bulimic and anorexic behaviors. The site Pro-Thin includes the following steps:

"Once you think you are finished purging, drink a big glass of water, do a couple of sit-ups and go for it again. MORE food will come up!"

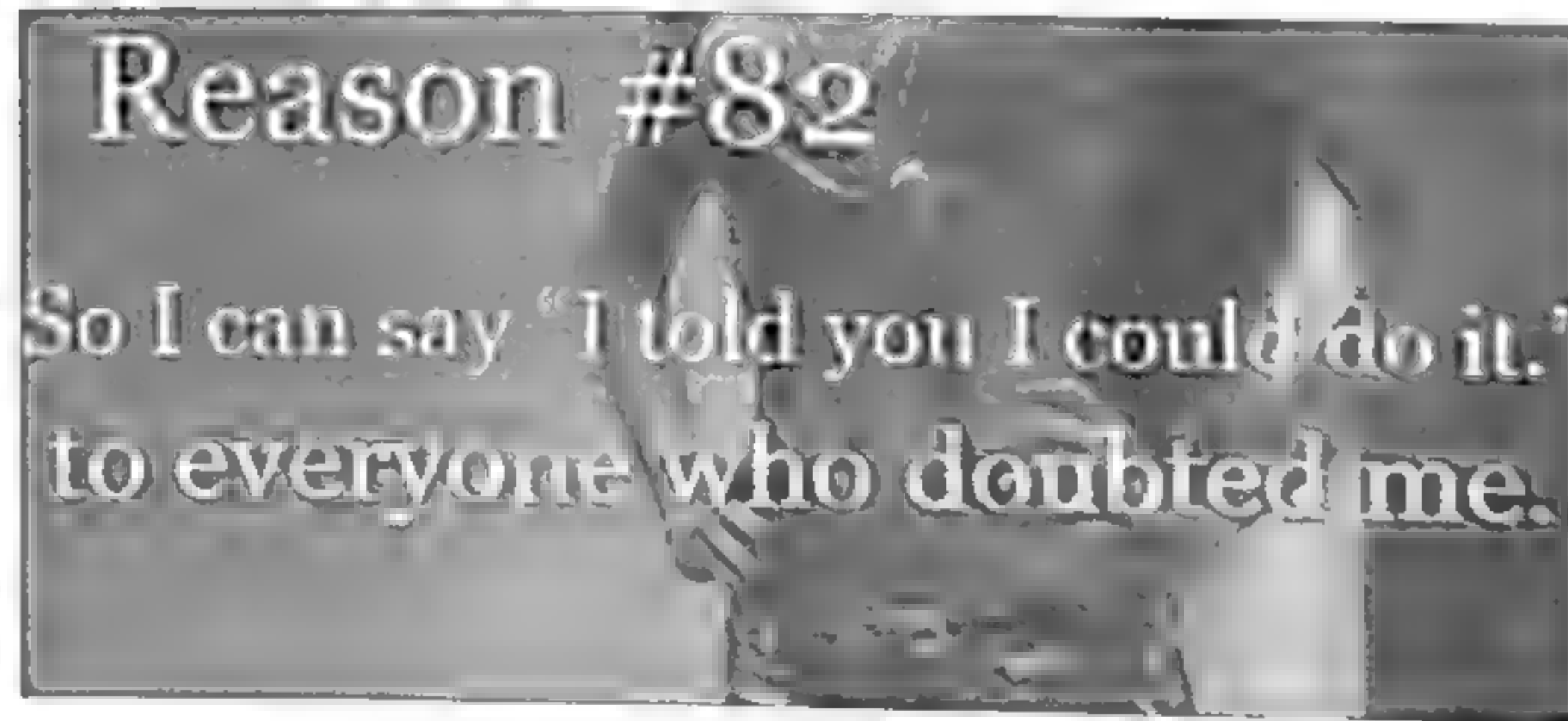
"Having trouble getting those last bits out? Punch yourself in the stomach HARD -- it works wonderfully!"

Pieces such as this are troubling, and can be found easily just by perusing thinspo blogs online. With such dangerous ideas existing on the internet for girls to find, how can we counteract the effects of thinspo sites? As a solution, Patel stressed the need for action. "Just being proactive about it. Nowadays it's important to have a preventative conversation. Because at this point we really can't control what media is getting to our kids," Patel said.

On thinspo-themed Tumblr pages and other pro-anorexic websites images such as those pictured right are frighteningly common. Paired with forceful and at times self-deprecating quotes, the pictures stress a desperate need to be skinny whatever the consequences.



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'Team Chemistry' is a Formula for Success



Shaker men's basketball lines up for the national anthem before their game against Mentor on Feb. 1. Junior Kaleb Roy thinks that their bond is crucial to their success. "It's the glue that holds us together, giving us an advantage over any opponent," he said. Former Ohio State football coach Jim Tressel outlined his ideas about team chemistry in "The Winner's Manual."

12-Time NCAA Coach of the Year Jim Tressel outlines his ideas about team chemistry in 'The Winner's Manual'

ALEX SMITH AND EVAN DUBAIL RAIDER ZONE EDITORS

Shaker teams across the board are searching for the formula for success. Head Baseball Coach Michael Babinec thinks he's found it.

With eight years of experience, Babinec uses spring training trips, college visits and motivational guest speakers each year to strengthen his team's camaraderie and build a winning squad.

"All of these non-baseball interactions establish opportunities for players to dialogue, communicate, argue, compromise, and ultimately decide as a team," Babinec said. "It is invaluable when it comes time to do the same types of things and use the same types of skills during competitive baseball on the field."

In a new effort to construct greater team spirit, Babinec assigned the team to read and annotate Jim Tressel's book, "The Winner's Manual." Tressel, a 12-time NCAA Coach of the Year recipient, whose college coaching career included six Big Ten championships, wrote his book to help lead other teams to victory. He

resigned as coach at The Ohio State University amid a scandal involving players selling team memorabilia in exchange for tattoos, against NCAA rules.

"The Winner's Manual" is a simplified version of the "success" binder Tressel distributed to his team each year. The binder includes about 400 pages of goal-setting aids, motivational quotes, poems, speeches and team-building philosophies.

Babinec organized a discussion session with Tressel. Excited for this opportunity, the players were eager to find a new identity for the team after an early end to their season last year.

The Raider baseball team traveled to The University of Akron Nov. 5 to meet with Tressel and discuss his ideas in a two-hour session. The former coach is the executive vice president for student success at Akron and teaches a class on coaching.

According to Tressel, the success of the team is based on individual successes and unselfishness. "Everyone is selfish," Tressel said in his November session. "If we could become a lot better at becoming 'selfless,' we'd have a much better team and a much better society."

It was words like these that inspired many baseball Raiders. "It was an experience that was something special, being able to meet a coach who won a national championship," senior Nigel Vinson said. "I think that our team will embrace Coach Tressel's ideas, and his

ideas of unification have helped us build a stronger unit."

"Honestly, I can't find the right word(s) to describe it," junior Arpit Agrawal said. "It was an opportunity that people usually only dream about. I was able to take a lot from it as well, but the concepts we read had a much different impact when they were spoken by a legend like himself."

However, part of the team is the individuality of its members. Each player carries a certain role within the team, on and off the field. "The team can't grow if the individual can't grow," Tressel said.

Working together to fulfill these roles is what ultimately leads to success. For a successful team, all team members must appreciate one another. "True success is achieved when our main concern is the good of others and the building up of the team," Tressel said.

"Along with the returning talent on varsity this year, I think Tressel's ideas are going to be the final component to the team's success," Agrawal said. "But I think more importantly, the experience is going to resonate with my teammates and I for the rest of our lives."

Tressel sees team chemistry as a science that goes beyond sports. He emphasizes that anyone can utilize these ideas—parents, doctors, businessmen. "The harder people work on the whole package of purpose and goals, the better they're going to be for the people

around them," he said.

For many of Shaker's varsity teams, team chemistry is critical for success. This mutual understanding between team members is built on anything that improves team performance. Through personal relationships and shared experiences such as team dinners, wake ups and outside work out sessions, teams build strong relationships with players and coaches.

For the hockey team, team dinners helped players bond. "They helped us get along off the ice," junior Jordan Davenport said. "The ability to reminisce on games and moments off of the ice, as well as laugh and interact with each other really created a better bond on the ice."

Other teams travel to tournaments during the offseason. For spring training, the baseball team travels out-of-state, going as far as Los Angeles. The women's lacrosse team travels to Disney World.

Women's lacrosse coach Alison Bradford thinks this trip and strong team chemistry translates into winning play. "The more you play together, you get a feel for other players' tendencies," Bradford said. "You get a feel for what your teammate needs and wants you to do before you do it, and that is the ultimate team chemistry."

According to Bradford, a broad swath of team building techniques including team dinners, team runs, workout groups, fundraising, open gyms and even yoga improves team performance.

As in lacrosse, field hockey coach Hilary Anderson also understands the importance of team chemistry for a successful team. Having led the Raiders to a district championship and the state semifinal in the fall of 2013, Anderson thinks that players, not coaches, build team chemistry.

"I feel my job is to establish the goals for each individual, as well as the team's goals, but it is the captains and the team that build the bond," Anderson said. "I can teach them about commitment and respecting their teammates, but it is the girls who ultimately have to walk the walk and talk the talk."

Like Tressel, Anderson claims that in building team chemistry, the team learns field hockey as well as lifelong skills. "Everything they do



The field hockey team celebrates following a win at home. The team's coach, Hilary Anderson, said that team chemistry is something players build by themselves, instead of coaches.

"The ability to work as a group or team to achieve a common goal happens in everyday life."

HILARY ANDERSON

in field hockey can be used in life or school or a job. The ability to work as a group or team to achieve a common goal happens every day in life. To be able to do this as a teenager will take you a long way in life," Anderson said.

"The lifelong lesson we leave with the girls is that only they control their effort and attitude," Anderson said. "You cannot control the weather, your teacher, your teammate or the referee, but you can always control your own attitude and effort."

While players can't control some aspects of play, they can control their communication. Tressel advocates a team's communication as vital to its success. "One truth I've embraced in life is that you can influence people who will listen," Tressel stated in his book. "And if you're open to being influenced, you can influence others."

Tressel says that while each player has self-interests, those players can learn how to be on a team. Tressel says that being a teammate means that "you have to be willing to listen if you're ever going to be heard."

Tressel said in his meeting with the varsity baseball team that participating in athletics, clubs or extracurriculars is crucial to the wellness of a student. He believes that shared experiences build key personality traits and are imperative for young adults in everyday life.

Tressel's one piece of advice for high school students is to "[g]et involved. Activity is the best way to build knowledge. Interacting with others is the essence of team science."

The NFL is Ready for Michael Sam

The NFL is ready for a gay football player.

The league's culture is fervid masculinity, but trust me. The majority of the United States is not only ready for a gay NFL player: they are excited about one.

University of Missouri defensive lineman

Michael Sam came out in a New York Times interview Feb. 9. An All-American, Sam will become the first openly gay player in the NFL if he is drafted in May.

Whether or not Sam is drafted into the NFL, he will one day be

lauded as a pioneer in gay rights. He has the potential to make enormous strides in the LG-BTQ movement, which has gained incredible momentum in recent years, because of the intense social media attention he has received and will continue to entertain -- and endure.

As a uniquely American sport, football has earned nationwide adoration, sometimes crossing into obsession, since its debut.

There's a reason former NBA player Jason Collins didn't cause as much uproar as Sam did when he came out last year: the NBA just isn't as central to American culture.

Although Sam, if he is drafted, will be the NFL's first openly gay player, it's not as if he'll just be a symbolic rallying point. Before his life was consumed by media scrutiny in February, Sam wasn't just a good college football player; he was the Southeastern Conference Defensive Player of the Year. Sam was named the best defensive player in arguably the nation's most talented athletic conference -- an award formerly held by big-name NFL stars Patrick Peterson, Eric Berry and Patrick Willis. If Sam's game translates to the NFL, he will be both a talented professional football player and a champion of civil rights.

2013 saw enormous progress in the gay rights movement. For the first time, a United States president openly supported gay marriage. Rhode Island, Delaware, Minnesota, New Jersey, Hawaii, Illinois and New Mexico all legalized gay marriage, driving the number of states supporting gay marriage up to 17.

Sam's story is an indicator that 2014 will continue last year's progress. Sometime in the near future, gay marriage will be legal throughout our entire country, and people will wonder why such laws took so long to get passed.

When that day comes, it will be pioneers such as Sam who are remembered for their resistance to oppression and their courage to turn the tide.



Evan Duball
Raider Zone Editor

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A Player's Traveling Experience

Riding a bus for 14 hours overnight only to have practice at 10 a.m. the next day may not exactly be most people's ideal "vacation." But in the company of the right people, anything can be an unforgettable experience.

I entered my high school baseball career looking up to the varsity players as men among boys. I envied their skill, clothes, their bond—but most of all, I found myself jealous of their spring trip. Most high school sports programs don't have the opportunity to travel, and for me, traveling is a rare opportunity.



Alex Smith
Raider Zone Editor

Every year, as I watched new experiences unfold through social media, I thought about how much I wanted to be a part of them. All I thought about was the bond that these older players must share while they live together for days.

I made the varsity team my junior year with a lot of the players that I had played with for years. While I was close to some players, I didn't quite connect with all of the returning varsity players. When the much anticipated spring trip rolled around, I began the long bus ride with my teammates to Myrtle Beach.

When we arrived, we went directly to the beautiful training facility where we spent three hours running plays, bunt coverages and hitting.

The team split up into four-man condos, and I found myself living with two seniors and another first-year varsity player.

I called these guys my friends, but you really don't know someone until you've shared a steak dinner and/or a bathroom with them. And I didn't yet know that this week would be one of the most memorable weeks of my high school career.

Beyond baseball, I built a bond with those three guys, as well as the rest of my teammates that week.

Through grocery shopping, cooking, eating and maintaining the condo my roommates and I built a bond together. Dining out and visiting local attractions gave me the opportunity to see my coaches and the rest of my teammates in a world outside of baseball.

From that point on, I had no issues saying or doing anything around my teammates or coaches. We caused enough foolery on that trip alone to create an everlasting team chemistry and a trust between all of us on and off the field.

All of us felt the need to be better than one other but because we had enough respect for each other to do so, the inter-team competition motivated us. For the rest of the season, I felt like we never left Myrtle Beach.



JOSH JACOBS/THE SHAKERITE

Travel Turns Shaker Teams Into Winners

Coaches believe offseason training trips benefit team chemistry

EVAN DUBAIL RAIDER ZONE EDITOR

Offseason training often takes teams to the next level—sometimes even to state championships. For many Shaker teams, travel is a yearly tradition.

The baseball, field hockey and women's lacrosse teams travel to different facilities around the country to prepare for their upcoming seasons. Although the trips are costly, coaches and players see them as great assets to team unity. Those teams have seen immense success in recent seasons.

As varsity baseball coach for eight years, Michael Babinec has continued the travel tradition of his predecessor, Bud Longo. Both he and his players agree that such trips are vital to success.

"We see great competition, but more importantly, we're forced to spend a week or so straight together," senior outfielder Bradley Kruithoff said. "The cohesiveness generated by living together helps us even more come game time. It makes us play for the guys around us, boosting our individual efforts."

In offseason last year, Babinec took his team to Myrtle Beach, South Carolina and this year plans to travel to Los Angeles.

He estimates that costs have been around \$500–900 per player in past years, depending on the distance and the other expenses. He

"What better way to get to know people in depth than to travel with them? Your team is your surrogate family for the week."

ALISON BRADFORD

also said that planning for the trips can take from 12–15 months. Babinec believes the cost is worth the tradition.

"Bonds are created by experiences off the baseball field. On these trips, players live together, shop together and determine itineraries," Babinec said. "All of these non-baseball interactions establish opportunities for players to communicate, argue, compromise and ultimately decide as a team."

Like Babinec, women's lacrosse coach Alison Bradford believes offseason travel helps build team chemistry and develop skills. She took her team to Disney World for a lacrosse tournament in 2012 and is returning this year.

"Traveling to Disney is a huge part of team bonding. It is a special and unique experience that one will remember for life. It also sets the tone for the season," Bradford said. "What better way to get to know people in depth than to travel with them? Your team is your surrogate family for the week."

Players also agree that team travel and the shared experiences create a unique understanding between players. After traveling with the field hockey team to camps at the University of Michigan and Michigan State University, senior Mia Wang said, "We came together as a team at the camps which made it easier to play on the field. We knew how each person ticked."

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PHOTOS BY WILL MCANIGHT

Sophomore David Wright reaches for the ball during the Feb. 11 defeat of St. Edward. Junior Esa Ahmad continued playing after receiving an head injury in the second quarter, which required him to receive six stitches after the game and to switch his blood-stained jersey number one to jersey number 33. Junior Kaleb Roy crashes into an Eagle defender on the way to the basket.

Men's Basketball Wins NOC Division Title

ALEX SMITH RAIDER ZONE EDITOR

After two top five wins against No. 1 St. Edward and No. 5 Medina, and a third straight NOC title, men's varsity basketball coach Danny Young was busy responding to dozens of congratulatory tweets and recognition.

The tweets came from fans and players, such as senior Rosel Hurley, who tweeted on Tuesday, "Love my team and my coaching staff! Best in the game!"

"We were just happy that we proved everyone wrong," Hurley said. "There are a lot of people that doubt the talent we have, but we believe that we can hang with any opponent."

After Young led his team to a 53-50 win over St. Edward, the praise was well-deserved. This was St. Edward's second loss of the season, and their first from an Ohio opponent. While the Eagles (16-2) were a challenging opponent, the Raiders stayed grounded heading into Friday's game against Medina.

In both close games, Shaker maintained a score lead. Against St. Edward, they controlled the low scoring first half with a 14-0 run in the first quarter led by junior Kaleb Roy, a key player for Shaker. Esa Ahmad, usually vital to the Raiders' play, went down late in the second quarter with a gash above his eye that would later require stitches. At the half, Shaker held a 27-21 lead, with seven points from Roy and senior guard T.J. Steele.

The Raiders started the third quarter with a 8-0 run, pushing their lead to 14. Roy's hot hand became crucial as the Raiders worked hard to hold their lead.

"I was focused on what coach had been telling us," Roy said. "Play harder than them and play smarter than them."

The Eagles cut the deficit to nine as Shaker led 40-31 at the end of the third.

Ahmad returned to the bench in the second half, wearing number 33 instead of his blood-stained number 1 jersey, and sporting bandages around his head.

Ahmad's scoring was limited in the first half, unusual for the 6'6" forward but with help from junior Courtney Mays, he scored ten points in the second half, finishing with a total of 14.

With 40 seconds left in the game, the Raiders led by nine and the student section erupted in a "start the buses" chant. But the game was far from over. St. Edward hit a three pointer with 32 seconds left to cut the difference to four: 52-48. The Eagles stole the inbound pass, scoring with a heavy full court press. Shaker lead 52-50 with 30 seconds left. With another stolen inbound pass, the Eagles missed the shot. Ahmad grabbed the rebound with six seconds left.

The gym erupted when Ahmad was fouled. He scored one of two free throws, and then forced a tough three pointer from Eagle Kipper Nichols at the buzzer.

Nichols' shot was short, cinching Raider victory, taking a turn atop the state basketball poll.

The Raiders could face the Eagles again in the state semi-final game.

Shaker's momentum continued in their 69-63 win over Medina, clinching a third straight NOC division title.

Hurley, Ahmad, Steele and Roy scored in double figures, the Raiders shot above 50 percent for the game. Ahmad had 17 points and 13 rebounds, and added two blocks.

"Coming into this week we knew what was ahead," Hurley said. "Coach kept us humble. The whole team was on the same wavelength this week."

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Really Quick Recipe

SASHA RAE-GRANT AND ELLA SHLONSKY

Orange juice + plain yogurt + banana + berry of your choice = tasty smoothie
Berry of your choice = Blueberries, strawberries, raspberries or blackberries



Hungry for something healthier on your snow days? Here are some healthy snacks.

Mixed fruit with cool whip: putting a sweet twist on plain fruit to make it a tasty treat

Pita and hummus: a tasty alternative to unhealthy chips

Trail mix: mix of nuts, raisins and candies for a sweet and salty treat

twitter Hutchings Tweet of the Month

DAVID SHAKNO



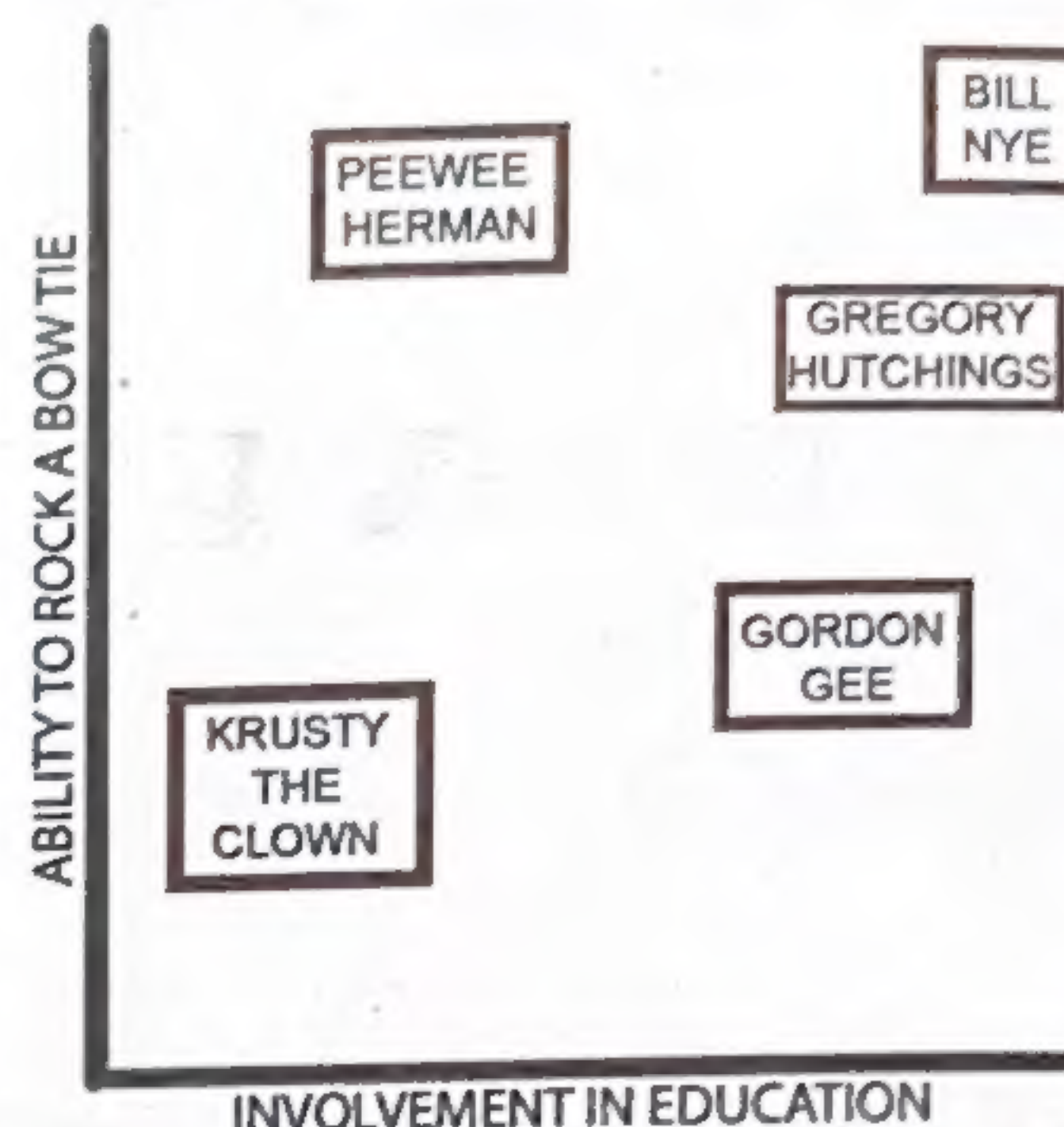
Jack Canaday @JackCanaday 5d
.@DrHutchings so who actually let the dogs out?



Gregory C. Hutchings @DrHut... 10h
@JackCanaday I wasn't sure so asked Siri. She said Who? Who? Who? Who? Who? Who?

The 'Rite Graph: Bow Ties

SHANE MCKEON



Using our super-scientific evaluative system, we at The Shakerite have made a graph showing the relationship between one's ability to rock a bow tie and his involvement in education. Enjoy!

3-Second Movie Reviews

FRANCI DOUGLASS



Cutest movie you'll ever see.



Great cast lineup for a new kids movie.



Same jokes, still awful.



Stop Hatin' on Kanye

SHANE MCKEON

Stop me if you've heard this before. "You call this music? Rap isn't music."

In his early work, Bob Dylan had no orchestra, no Sinatra-like voice, no backing vocalists, just his guitar, harmonica and words. If you grew up on Ellington or Sinatra, music of harmony and grandeur, your initial reaction to Dylan was probably: "You call this music?"

Bobby and Yeezy share the same roots: the lyrics are foremost. While Bob is more serious in his craft — Dylan never sang "mayonnaise-colored Benz; I push miracle whips" — both are revered for pushing music's lyrical limits. We'll someday remember Kanye how we remember Dylan. Stop hatin'.

Raider Rant

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Heard In The Halls

"They said no headphones, but they ain't say no speakers!"
January 13, 3 p.m.

"You better go 'fore I cut your ponytail off."
February 3, 11:26 a.m.

"A five-day week? And here I was thinking this new president guy was on our side."
February 12, 7:55 a.m.



The Meh List

ALEXANDRA HARRIS

Sochi

Snow Days

Hunter Boots

Flappy Bird

"How I Met Your Mother"



A Clockgate Update

SHANE MCKEON

On Feb. 6, I found that seven of the 13 world clocks in the middle school were wrong by at least one hour.

This is an unprecedented, earth-shaking scandal.

Now a new layer: as of Feb. 11, six of the seven world clocks at Lomond were wrong by at least one hour.

- Sydney was ahead by six hours.
- Jakarta was behind by four hours and 40 minutes.
- Mumbai was ahead by four hours.
- Berlin was ahead by three hours.
- Beijing was behind by two hours.
- Kumasi was ahead by one hour.

They got Lima right, though!

READ THE FULL COLUMN, "MYP MADNESS," ONLINE AT SHAKERITE.COM

On The Web



SASHA RAE-GRANT//THE SHAKERITE

THE SHAKERITE

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